

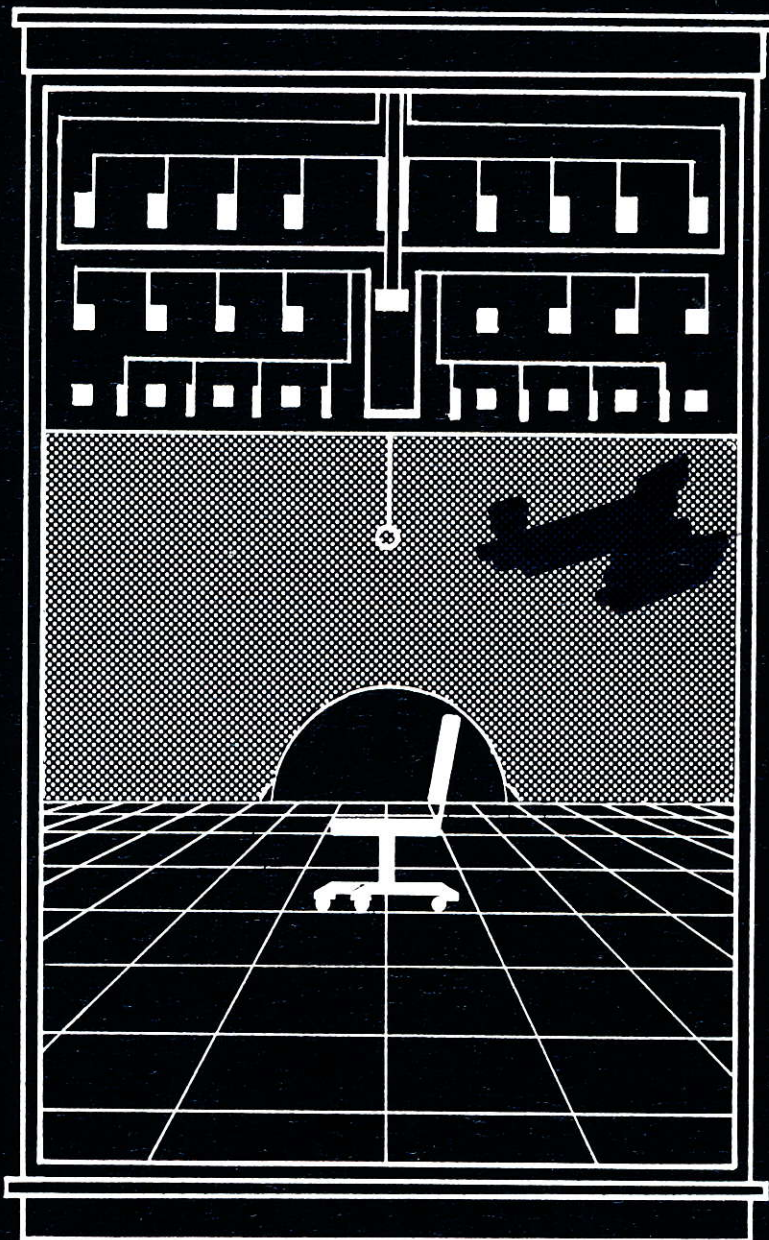


Canadian  
Home Economics  
Journal

Spring 1986 Volume 36, No. 2

Revue  
canadienne  
d'économie familiale

Printemps 1986. Volume 36, n° 2



The Workplace

Le milieu professionnel

# SOFT DRINKS. THE HARD FACTS.

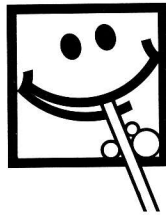
It's a fact: soft drinks are a part of everyone's lifestyle.

To give you and the people you counsel an opportunity to learn more about soft drinks, the Canadian Soft Drink Association has produced an informative package of material including the brochure, "The Facts About Soft Drinks" and the industry newsletter, "Perspectives."

This material does not suggest that soft drinks are a substitute for proper nutrition. It simply describes what they're made of, how they're produced, their history, their diet implications and other important facts... and offers the reminder that this refreshing taste treat – like any good thing – should be enjoyed in moderation within the context of a well-balanced diet.

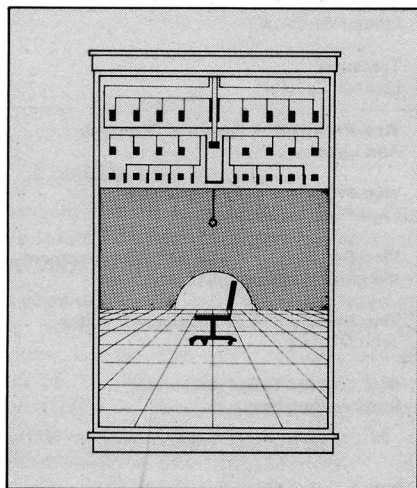
We have also produced a variety of interesting pamphlets and brochures. For your free copies of "The Facts About Soft Drinks" and a complete list of our other educational material, just drop us a line at the address below.

Canadian Soft Drink Association  
500 University  
Avenue, Suite 812,  
Toronto, Ontario  
M5G 1V7.



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.





The cover, designed by Bruce Champion, depicts the workplace glimpsed through a window as a blind opens on a new era of technology, communication, and uncertainty. (Designed as a project in the graphic design elective, Department of Interior Design, University of Manitoba, under the direction of Faye Hellner.)

Printed by: M.O.M. Printing Ltd., Ottawa  
Proofreader: Donna Ryland, BHEC

## ARTICLES LES ARTICLES

### FOCUS ON: THE WORKPLACE MISE AU POINT: LE MILIEU PROFESSIONNEL

The Workplace and Mental Health, <i>K.D. Pierre</i> .....	52
Part-Time Work: A New World, <i>J. Wallace</i> .....	56
Power in Home Economics: An Individual and Professional Issue, <i>N.L. Colwill, M. Pollock, and T. Sztaba</i> .....	59
The Corporate Bottom Line: Integrating Home Economics, <i>M. Small and M. Macdonald</i> .....	62
Equal Pay: An Issue for Traditionally Female Professions, <i>J. Frenette</i> .....	65
A Code of Ethics for the Canadian Home Economics Association, <i>M.E. Arcus</i> .....	66
Prevention: Not a Trivial Pursuit, <i>D. Koss</i> .....	70
L'importance de l'économie familiale dans la formation générale des jeunes du secondaire du Québec, <i>C. Veilleux-Fleury</i> .....	73

## RESEARCH SECTION SECTION DES RECHERCHES

Multiple-Role Dressing: Situational Appropriateness, <i>E. Kelley, D. Blouin, R. Romaine, K. Thomas, and J. Jungeilges</i> .....	77
--	----

## DEPARTMENTS LES RUBRIQUES

From the Editors .....	51
Reader Forum .....	51
Graduate Study in Home Economics Education in Canada, <i>B.S. Mitchell</i> .....	76
1985-86 Enrolment Data .....	82
Book Reviews .....	83
Au Travail: Profile de Jeannine Cornellier, <i>H. Rochette-LeHir</i> .....	84
Abstracts of Current Literature .....	85
New Developments .....	89
CHEA Conference '86: Advertisement .....	90, 95, 96
What Do You Say When? <i>K. Loughlin</i> .....	93
On the Job: Profile of a Home Economist, <i>G. Dickson</i> .....	94
Themes for 1987 / Les thèmes pour 1987 .....	96
Index to Advertisers .....	96

(Date of issue—April, 1986)

ISSN 0008-3763

Second Class Mail  
Registration No. 6671

Published quarterly/Publication trimestrielle

Canadian Home Economics Association  
805-151 Slater Street, Ottawa, K1P 5H3, Canada  
Tel: (613) 238-8817/238-8819

Executive Director: Deloris Russel, MA

# CHEJ EDITORIAL OFFICE

## 34 Linacre Road

### Winnipeg, MB, R3T 3G6 Canada

#### Editor/Rédactrice en chef

Barbara Baczynsky, BHEc  
Free Lance Home Economist  
Tel: (204) 261-7024

#### Associate Editors/ Rédactrices associées

Ruth Berry, PhD  
Professor, Family Studies  
University of Manitoba  
Tel: (204) 474-9794

Joyce MacMartin, MEd  
Consultant, Home Economics  
Manitoba Department  
of Education

#### Contributing Editor/ Rédactrice en collaboration

Cathy Byard  
Community Home Economist  
Department of Health  
Province of Manitoba

#### Book Review Editor/ Rédactrice des comptes rendus

Elizabeth Barker, MSc  
Lecturer, Foods and Nutrition  
University of Manitoba

#### Co-editors French contributions/ Co-rédactrices des manuscrits français

Marie Barrette, M.nut.  
2110 rue de l'Église  
St. Laurent, PQ H4M 1G4  
Tél: (514) 744-4161

Henriette Rochette-Le Hir, MEd

#### Research Editor/ Rédactrice des recherches

Phyllis J. Johnson, PhD  
School of Family and Nutritional  
Sciences  
University of British Columbia  
Vancouver, BC, V6T 1W5  
Tel: (604) 228-4300

#### Advisors/Consultantes

Pat Crocker, BAA  
Barbara Floyd, BA  
Susan Turnbull, MSc

#### Business Manager/ Administratrice

Carol Sherman, BHEc  
CHEA National Office

#### Advertising Representative/ Représentant de publicité

Lise Storgarrd  
P.O. Box 403, Stn B  
Hamilton, ON L8L 7W2  
Tel: (416) 549-9182

## CHEA BOARD OF DIRECTORS 1985-86

Past President — Margaret Wallace

### EXECUTIVE COMMITTEE

President  
Elizabeth Dowdeswell

President-elect  
Jane McKay-Nesbitt

Secretary  
Linda Reasbeck

Treasurer  
Eleanor Zazulak

Vice-President — Regional Directors  
Ann Lowe

Vice-President — Public Affairs  
Faye Forbes-Anderson

Vice-President — Professional Development  
Margaret Bateman Ellison

Vice-President — Professional Practice  
Jean McHarg

CHE Journal Editor (ex officio)  
Barbara Baczynsky

### REGIONAL DIRECTORS

**British Columbia**  
Leslie Paris

**Quebec**  
Marie Barrette-Orfaly  
Liz Jennaway-Eaman

**Alberta**  
Roseanne Tarnowsky  
Judy Hannah

**New Brunswick**  
Nancy Cook

**Saskatchewan**  
Lillian McConnell

**Nova Scotia**  
Patricia MacDonald

**Manitoba**  
Kathy Baranovsky  
Linda Schroeder

**Prince Edward Island**  
Gloria Wood

**Ontario**  
Marilyn Minnes  
Deb Campbell  
Shirley Jones

**Newfoundland/  
Labrador**  
Carol Nesbit

**Yukon/Northwest Territories**  
Sheila Knowlton-MacRury

**The Association:** The Canadian Home Economics Association is the national professional organization for those educated and/or working in the field of consumer and family studies, foods and nutrition, home economics, and human ecology. The mission of the association is to strengthen the home economics profession and to actively promote improved quality of life for individuals and families.

**Subscriptions, membership fees and change of address** should be mailed to the CHEA National Office, 805-151 Slater St., Ottawa K1P 5H3, Canada.

**Subscriptions** are available to libraries, institutions and individuals not eligible for membership in the Association at the rate of \$22.00 per year (\$26.00 USA; \$31.00 Foreign) or \$7.00 per single copy.

**Classified Ads** should be sent directly to the Business Manager. The rate is 95 cents per word or figure (\$30 minimum). Rates for classified display ads are available on request.

**Contents are indexed** in the *Canadian Periodical Index* and selectively indexed in *Public Affairs Information Service (PAIS)*, *Canadian Education Index*, *Nutrition Abstracts and Reviews*, *Inventory of Marriage and Family Literature*, *Bibliographic Index of Health Education Periodicals*, *Current Index to Journals in Education*, and *World Textile Abstracts*. Microfilm and Xerographic copies are available from Micromedia Limited, 144 Front Street West, Toronto, Canada M5J 2L7 and University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106.

**Contributors** will find *Journal* themes and submission deadline dates in the Spring 1986 issue, page 96 and the Guide for Authors in the Winter 1986 issue, pages 44-45.

**Responsibility:** The materials herein printed including advertising copy are the expression of the writers and not necessarily a statement of policy of the Canadian Home Economics Association.

©Copyright, Canadian Home Economics Association, 1986. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means without prior written permission.

**L'Association** d'économie familiale est l'organisme professionnel national regroupant les personnes qui travaillent ou sont diplômées en études de la famille ou du consommateur, en alimentation, nutrition, économie familiale et écologie humaine. La mission de l'association est de renforcer la profession et de promouvoir une plus grande qualité de la vie pour les particuliers et les familles.

**Le règlement des abonnements et des cotisations et les changements d'adresse** doivent être envoyés au Bureau national de l'ACEF, 805-151, rue Slater, Ottawa K1P 5H3, Canada.

**L'abonnement** est ouvert à tous : bibliothèques, organismes ou particuliers qui ne peuvent devenir membres de l'Association. L'abonnement annuel est de 22 \$ (26 \$, États-Unis; 31 \$ et autres pays étrangers). Prix de l'exemplaire : 7,00 \$.

**Le matériel publicitaire** doit être envoyé directement à l'administratrice. Tarif des petites annonces : 95 cents le mot ou le chiffre (minimum de 30 \$); annonces en vedette : tarif sur demande.

**Nos articles sont répertoriés** dans l'*Index des périodiques canadiens*, et sélectivement, dans *Public Affairs Information Service (PAIS)*, le *Répertoire canadien sur l'éducation*, *Nutrition Abstracts and Reviews*, *Inventory of Marriage and Family Literature*, *Bibliographic Index of Health Education Periodicals*, *Current Index to Journals in Education* et *World Textile Abstracts*. Pour en obtenir des copies dactylographiées ou sur microfilm, s'adresser à Micromedia Limited, 144, rue Front Ouest, Toronto, Canada M5J 2L7, ou à University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106.

**Pour collaborer** à la *Revue*, consulter les thèmes et le calendrier dans le numéro de printemps 1986, page 96, ainsi que le Guide des auteurs dans le numéro d'hiver 1986, pages 44-45.

**Responsabilité :** Les articles de la *Revue* et le matériel publicitaire ne reflètent pas nécessairement les vues de l'Association canadienne d'économie familiale.

©Copyright, Association canadienne d'économie familiale, 1986. Il est interdit de reproduire, sous quelque forme que ce soit, le contenu de la *Revue* sans autorisation écrite préalable.

## MEMBERSHIP IN CHEA "Membership Means Power"

You owe it to your professional self to be a member of CHEA and to encourage other home economists to be members.

Write to the National Office, 805-151 Slater Street, Ottawa ON, K1P 5H3, for information today or better yet, phone (613) 238-8819.



As this issue of the *Journal* goes to press we wish to acknowledge the significant contribution that Diana Smith has made to the home economics profession in Canada (see Reader Forum). Her leadership and guidance to the profession and to CHEA has been conducted with undaunted dedication. Thank you Diana and best wishes as you "begin new career and personal challenges".

In this issue, the theme section focusses on a changing workplace. Individually and collectively we have a great effect on work, and work in turn affects the quality of life for individuals and families. The concept of work and its impact on our well-being is presented by Pierre as she reports the key findings of a 5-year action-research project of the Canadian Mental Health Association highlighting the significance of the workplace as a social environment and the importance of balancing work with other parts of our lives. A growing trend in achieving that balance is in the world of part-time work. Wallace discusses the flexibility in the workplace provided by access to part-time work options such as job sharing, phased retirement, and paid leave.

Power in the workplace is summed up by Colwill's opening statement: "To be a member of a female-dominated profession in Canada today is to be involved in an issue of power". Her observations about the home economics profession will certainly spark comment. Within the power structure there are power shifts occurring daily — one of the most dramatic changes being in equal pay for work of equal value. Frenette gives an overview of the mechanics in obtaining equality and indicates that for home economists, equality goes beyond equal pay. Small and Macdonald challenge all home economists in business to integrate home economics with corporate strategies, and indicate how, within their corporation, they have succeeded in building solid credibility with marketing and senior management by applying a strong bottom line focus in absolutely everything they do. On reading this series of focus articles, it becomes apparent that sweeping changes have occurred in the workplace and there is a promise for more to come, many having direct impact on home economists and the home economics profession.

Currently before the Canadian Home Economics Association is a proposed code of ethics. To assist members in determining whether this proposed code should be accepted, Arcus outlines the purposes of codes of ethics and asks some specific questions that must be answered before making this important decision. Do read this article!

Also, in this issue, the theme sections for the *Journal* for 1987 are outlined. The basis of these themes is improving the quality of life for individuals and families — the common goal of the home economics profession.

Read on and enjoy. □

## Reader Forum

*Letters and comments from the readership*

### Some Parting Words

As I begin new career and personal challenges, I've reflected on my over 5 years as executive director of CHEA. My decision to resign is predicated on my personal desire to seek new direction, as well as on several fundamental issues of the home economics profession.

I am committed to the mission of home economics and view its preventive, integrative approach as an important one for the future. However, without much stronger institutions and organizations at all levels, the profession will have difficulty surviving. The fragmentation and narrow perspectives of many individuals is pervasive, in universities, in governments, in education, and in business. In each of these settings the 'visionaries' also exist; it's a critical time for each of those leaders to make strong, bold interventions to strengthen the future of home economics. Without widespread support to building cohesiveness, which is only beginning to emerge, I doubt whether CHEA and/or the profession can be strong.

A philosophical and professional vision of home economics provides an ongoing perspective on the scope of the possibilities within ourselves. It provides the foundation of every-day decisions on-the-job, and a framework for long-term planning. It guides the direction of involvement in the public policy process. That 'vision' isn't shared by all who call themselves 'home economists'. But it is that vision which gives rise to powerful and effective action, so necessary in meeting the challenges of serving individuals and families. Collectively we must foster the development of leadership and organizational skills, and be uncompromising in our demand for excellence.

'You've' given me trust, confidence, and authority as the chief executive officer of CHEA. In return, I have attempted to manage the affairs of CHEA to make it a responsive, effective organization, meeting the needs of its members. There have been many changes, and inevitably the pace of change will accelerate in the future. Continued trust in the leadership of CHEA, as well as in the ability of CHEA National office staff to provide support and direction, is essential. The responsibility and commitment assumed by individuals acting on your behalf is significant. Limited resources has necessitated, at every juncture, compromise and pressure in carrying out a large mandate most effectively. Establishing a solid financial and membership base must be a priority of **each** member. Registration and a federated structure are significant moves forward in building strength and influence. We must recognize that change will bring conflict and frustration. There will be many issues and challenges to be met constructively and respectfully.

*(Continued on page 95)*

# The Workplace

## and Mental Health

Karin Domnick Pierre

### Abstract

The Mental Health and the Workplace Project is concerned with the promotion of emotional well-being in the workplace. This article briefly reviews the research findings of the project with respect to the role of work, as well as the good and bad features of the workplace. Two areas which have been identified as having a significant impact on individual well-being guide the continuing course of the project: • the quality of interpersonal relations at the workplace, and • the "fit" between work and other parts of people's lives. The possibility of enhancing emotional well-being by creating more socially supportive work environments is discussed. Also the traditional work ethic is challenged. Experimentation with alternate work patterns is advocated, as a means of permitting people to achieve greater balance in their lives.

### Résumé

"Le Lieu de travail et la Santé mentale" est un projet qui vise à promouvoir le bien-être affectif au travail. Cet article résume les résultats de l'étude portant sur le rôle du travail ainsi que sur les bons et les mauvais côtés du lieu de travail. Deux domaines ressortent comme ayant une grande influence sur le bien-être individuel, domaines qui donnent le ton d'ailleurs à la suite du projet. Il s'agit de la qualité des relations interpersonnelles sur le lieu de travail et de l'"équilibre" entre le travail et les autres occupations dans la vie des gens. On discute de la possibilité d'améliorer le bien-être affectif en créant des environnements de travail plus propices du point de vue social. De plus, on remet en question l'éthique du travail traditionnelle et on préconise l'essai d'autres modes de travail comme moyen d'atteindre un plus grand équilibre dans sa vie.



**W**ORK. It shapes our lives. We spend much of our childhood and adolescence preparing for it, devote our adulthood to its pursuit, and often in later years struggle to fill the void left by retirement. As individuals and a society, we have strong feelings about our work and the workplace. Work does a great deal more than merely provide an income. Work is a source of identity, pride, and self-esteem. Our

status in society is measured by our work.

For each of us, the work experience is unique. Some people work with their hands, others their heads. Some have jobs with a lot of human interaction, and others spend most of their time with machines. Yet, despite this diversity of experience, we have similar perceptions of the significance of work in our lives. This article will describe some of these perceptions and feelings, discuss their impact on our well-being, and suggest new ways to work.

### The Mental Health and the Workplace Project

**The Research.** The preceding (and following) descriptions of work and the workplace are based on the research of the Mental Health and the Workplace Project (MHWP). A five-year action-research project of the National Office of the Canadian Mental Health Association (CMHA), the MHWP is funded by Health and Welfare Canada. Its objectives are:

- to promote mental health and the workplace; and
- to help employees with emotional difficulties to receive the support necessary to maintain or retain their employment.

Karin Domnick Pierre holds an MSc in Health Administration from the University of Toronto. She has extensive research experience in the area of health promotion in both Canada and the United States. At the time of this writing she was the Public Education Co-ordinator of the Mental Health and the Workplace Project.

**Acknowledgements.** The ideas discussed in this paper were formulated as part of the work of the Mental Health and the Workplace Project, a project of the Canadian Mental Health Association, and funded by the Health Promotion Directorate, Health and Welfare Canada. The conclusions and interpretations are not necessarily the opinions of Health and Welfare Canada. Many individuals were involved in the review and preparation of this document, the author would like to thank them all, and in particular wishes to acknowledge the support and assistance of Peter Clutterbuck, Associate Program Director, Canadian Mental Health Association.

©Copyright, Canadian Mental Health Association, 1986



The project is carried out by a small number of CMHA staff and a vast network of volunteers across Canada. During the first phase (Fall 1982 to Fall 1985) a national research study was undertaken. With the support of project staff, CMHA volunteers in five communities (Yellowknife, NT; Fort McMurray, AB; Battlefords, SK; St. Catharines, ON; Chatham-Newcastle, NB) interviewed over 1200 working Canadians on their feelings about work and the workplace. The results were tabulated, summarized and published in a report called *Work and Well-Being: The Changing Realities of Employment* (Clutterbuck, 1984). The key findings of the report are summarized in the following sections.

**Work and the workplace — The hope.** When different people are asked to describe the positive features of their workplace, they create a remarkably similar picture. The workplace is a social environment. Many people mention the opportunity to interact with others — to exchange ideas, or merely to chat — as the most satisfying features of their workplace. A number have met their best friends there.

Feelings about work are also determined by the structure of the workplace. People who have some control and autonomy over their use of time and energy, who are given responsibility for their tasks, tend to enjoy their work more than others.

It comes as a surprise to some, especially employers, that income is not the only motivator or reward for employees. Increasingly, employees and employers are acknowledging that, beyond a certain minimal income level, other non-tangible rewards are expected and sought in the workplace.

**Work and the workplace — The reality.** Unfortunately, for many, their actual workplace experience falls short of the ideal. The hoped for social interaction with others can be negative: unco-operative co-workers, unrealistic supervisors, and demanding clients. Often the organizational structure in the workplace permits little autonomy or control. Many say

they are given no responsibility, are heaped with blame when things go wrong, and are virtually ignored when everything is working smoothly. As well, the time demands of the workplace can interfere with the individual's other obligations or interests: such as family responsibilities, community, educational or leisure pursuits.

Employees at all levels and in a wide range of occupations are recognizing that the workplace exerts a major impact on their total life. When this is negative — they experience stress. People have also become more sophisticated, and have learned to recognize that their experiences at work cannot be divorced from the rest of their lives. They recognize that stress experienced at the workplace not only has an immediate effect on their job performance, but also affects both their physical and emotional well-being.

**Next steps.** The community research (summarized above) has provided the starting point for the second phase of the project which focusses on the development of local and national initiatives: projects which aim to promote and enhance emotional well-being at the workplace, and which will bring the reality of the workplace closer to the hopes expressed by many employees.

Two themes, which have emerged from the research findings guide our current work and are the focus for the remainder of this article:

- the significance of the workplace as a social environment;
- and
- the importance of balancing work with other parts of our lives.

#### **The Workplace as a Social Environment**

The quality of interpersonal relations at the workplace is a major determinant of well-being. The daily interactions with others can either enhance or diminish feelings of personal pride and job satisfaction. Clearly, our challenge is to foster the development of positive workplace environments — environments that

build on the employee's social nature and that are socially supportive.

**What is social support?** Social support is difficult to define precisely, but it is intuitively easy to grasp. In essence, social support means caring. It is the capacity of people to care about and be sensitive to the feelings and needs of others.

Support can be expressed in a number of different ways — a touch, some honest advice or an offer of a ride. How support is expressed depends upon the nature of the situation, the relationship of the people involved, as well as their temperaments. An encouraging smile from one individual may be an equivalent gesture of support to a bear-hug from another. The underlying concern and sensitivity to the other person's needs are what make an action supportive.

Research has shown that people in socially supportive environments have a higher threshold of resistance to stress (House, 1981). As well, social support can temper the ill effects of stress (House, 1981).

In this project we attempt to address the fundamental issue of how to create support in workplace environments in order to contribute to overall well-being. Specifically:

- How can the positive features of the social environment be enhanced?
- How can people be given the necessary interpersonal skills to cope with the inevitable negative interactions that occur in the workplace?
- How can the social climate be made receptive and responsive to the special needs of those individuals who have experienced emotional difficulties?

**Creating a supportive environment.** At present a number of programs exist in the workplace that contribute to employee health; however, none of these are directly concerned with creating a socially supportive work environment. Employee Assistance Programs have a treatment orientation: they help employees deal with problems that interfere with job performance (Pierre & Clutterbuck, in

---

*Building interpersonal skills in the workplace  
can be a health promoting activity.*

---

press). Worksite Wellness Programs emphasize prevention and the development of good health habits, but focus mainly on physical well-being.

By extending the mandate of these existing programs, social support in the workplace can be enhanced. In addition to treatment and physical health programs, workplaces can offer training in interpersonal skills. Interpersonal skills (such as communication, assertiveness, conflict management, etc.) are often taught in the workplace as part of management or career development programs. But, this training is rarely made available to employees below the managerial level.

Building interpersonal skills in the workplace can be a health promoting activity — a means for creating a healthy work environment. These skills can contribute to well-being by enabling people to interact in a less stress provoking manner and by enabling them to handle stressful situations in positive ways.

**The need for special support.** Employees who have experienced emotional difficulties and are returning to the workplace after a period of absence have special needs. The returning employees have multiple doubts and fears regarding their ability to function at the job. Co-workers and supervisors are likely to have similar anxieties. Lack of understanding can aggravate fears on all sides, and can result in the alienation of the returning employee, and possibly job loss. In these situations a generally positive social climate is not enough. A more deliberate strategy is needed — to actively create social support networks.

Support networks can take many forms. They can be either informally or formally organized, temporary or permanent and they can be made up of one or two individuals, or even a team. How a support network is structured will depend upon the needs and capabilities of the returning employees and the resources available in the workplace. Most workplaces already have people whom everyone recognizes as "natural helpers", the people to whom other workers automatically turn when they have problems. These informal helpers need to be recognized and supported in their role.

Formal helping networks can be created in response to a specific need (e.g., widows, parents of disabled

children, etc.). Co-workers and supervisors could learn to be more understanding of people with special needs. They could be helped to recognize some of their own doubts and fears so that these do not block their ability to interact positively with others.

Finally, the returning employee, filled with apprehension is unlikely to express this openly and may consider any requests for help as a sign of an inability to cope. This employee must be confident that help is freely available and is an integral part of a healthy adjustment.

**Implications.** Many of the professional skills and services required to make the workplace a healthy environment already exist. What is necessary is some readjustment and reorientation. A shift is required from a strict "fix-it" focus to health promotion. Giving people the opportunity to learn skills that will allow them to get along better with each other contributes to making a healthier workplace. In addition more attention must be given to creating a receptive and supportive work environment for those individuals who are returning to the workplace after treatment for emotional and physical conditions. These approaches open up new opportunities for the helping professional to contribute to organizational change.

#### Where Does Work Fit?

Work, in the conventional sense of paid full-time employment, consumes a major chunk of people's lives. Yet it is only one of many activities that compete for their available time and energy. People want to spend time with their families, to further their education, to pursue hobbies or sports and to engage in community activities. Faced with so many possibilities, the individual is forced to decide upon priorities. While the pattern will vary from one person to the next, everyone faces the same issue and people often come to the same (sometimes reluctant) decision — that demands of the workplace must take precedence over all others.

**Work and family.** Men and women in the 25 — 35 age group have particularly acute difficulties in balancing the demands made upon them. People in this age group tend to be at the early stage of family formation, when the time and energy requirements of child rearing are particularly

intense. It is also a time when the need to concentrate on developing job skills and carving a career path is strongest. Often, economic necessity justifies concentrating on work, at the expense of familial responsibilities. The research of the MHWP project has shown that this career-driven group, torn by conflicting demands tends to report a high degree of stress.

**Achieving balance.** How can we help people to achieve a greater balance in their lives — to avoid being continually torn by conflicting demands and wishes, or overwhelmed by too many responsibilities? *How can we make work fit into our lives; not always be compelled to fit our lives around work?*

The fundamental difficulty lies with our use of time. Time is a limited resource. We must reevaluate our priorities and find ways to reallocate portions of this precious resource to other parts of our lives. We need to look at alternate ways of arranging our worklives and to explore new patterns and opportunities.

---

*We need to look at  
alternate ways of  
arranging our worklives.*

---

People are willing to make trade-offs between time and income when offered the chance to consider an alternate work arrangement. For example, some workplaces offer a program called "four for five". Employees who participate, work at their regular job, the normal hours, for 80% of their salary, for four years. In the fifth year they are "free" and continue to be paid at an 80% salary. This type of program offers people a chance to pursue other interests (school, family, travel, etc). An added benefit of this arrangement is that for every four people who participate, one new person has a chance for a job.

Other types of work arrangements are possible. Some people have chosen "job-sharing", some prefer permanent part-time and others appreciate flexible working hours (flex-i-time). More and more companies are giving both





maternity and paternity leave, as well as educational leaves (both paid and unpaid).

Alternate work arrangements allow people to continue to contribute to society and receive the benefits of work (the income and the satisfaction), while at the same time giving them a chance to lead a more balanced, fulfilling, and healthful life. At present these options are available to only a few. Some European countries, are far ahead of North America and offer us some good examples from which to learn.

**Implications.** Making options for alternate work patterns possible for a larger portion of the Canadian population will not be an easy task. It will require some careful rethinking of priorities and fundamental policy changes in all sectors. Employees and (even more so) employers will need to understand what personal and corporate benefits can result.

Employees will want assurances that policies regarding benefits, senior-

ity, and advancement are fair and equitable for all types of work patterns. Employers who offer flexible arrangements to their employees will need to create new ways of ensuring the continuous smooth operation of the company business.

Collective agreements will need to be redesigned to accommodate new work patterns and, government policies directed at the business sector and the general public will also require significant change. Consider, for example, the implications for measures of seniority, pension plans or unemployment insurance. One of the first changes would need to be a new set of definitions of employment.

### Summary and Conclusions

This paper is about change. Change in our understanding of work and of health. If we take seriously the World Health Organization's definition of health as a "state of complete physical, emotional and social well-being", we need to take a closer look at some of the factors that contribute to our social

well-being. Certainly for many adults the workplace represents a significant social environment. Our research in the MHWP has shown that the workplace not only provides many positive tangible and intangible rewards, but can also be a major source of stress. Two areas have been identified that have a particularly strong impact on individual well-being: the quality of interpersonal relations at the workplace and the "fit" between work and the rest of our lives.

Training in interpersonal skills gives people the capacity to get along better with each other and to create a less stressful work environment. Many workplaces already have the resources to be able to offer skill building programs to their employees. They merely need to readjust their emphasis from a treatment to a health promotion orientation.

In order to create a better balance between our work responsibilities and the rest of our lives we need to experiment with more flexible work patterns. The opportunity for alternate work options is appealing to many employees and even employers; however, major economic and social policy changes are required before more flexible work options are possible for more than just a (lucky) few.

The CMHA through the Mental Health and the Workplace Project is committed to promoting greater awareness of the issues associated with work and well-being. The project continues to work with its own volunteers, other voluntary agencies, labor and business organizations as well as government representatives and interested individuals, to develop creative approaches for enhancing the well-being of the Canadian work force. □

### References

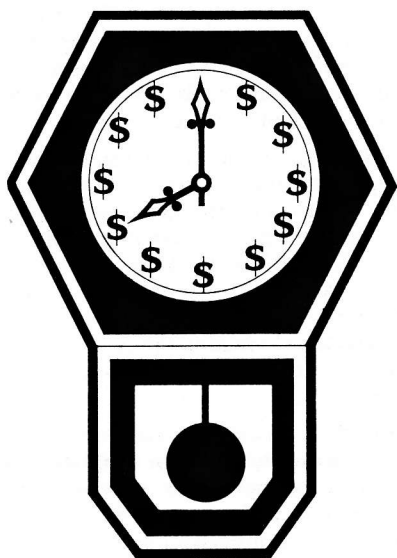
- Clutterbuck, P. (1984). *Work and well-being: The changing realities of employment*. Toronto: Canadian Mental Health Association.
- House, J.S. (1981). *Work stress and social support*. Reading, MA: Addison-Wesley.
- Pierre, K.D., & Clutterbuck, P. (in press). Enhancing well-being at the workplace: A challenge for EAP's. *Employee Assistance Quarterly*.

**Editor's Note:** For more information on mental health and the workplace, a listing of suggested readings prepared by the author is available on request from the editors.

# Part-Time Work

Joan Wallace

## A New World



### Abstract

This article looks at three aspects of part-time work: It summarizes the findings and recommendations of the Commission of Inquiry into Part-time Work; it examines three new types of part-time work — job sharing, phased retirement, and paid leave; and it looks at the progress that has been made at both the federal and provincial levels in introducing legislation to improve the treatment of part-time workers.

### Résumé

Cet article examine trois aspects du travail à temps partiel. D'abord, on résume les conclusions et les recommandations de la Commission d'enquête sur le travail à temps partiel. Deuxièmement, on étudie trois nouveaux types de travail à temps partiel : travail partagé, retraite progressive et congé payé. Enfin, on examine les progrès accomplis au niveau des lois fédérales et provinciales pour améliorer le sort des travailleurs à temps partiel.

Joan Wallace (BA, University of British Columbia) is a principal in the firm of Employment Equity Consultants, Vancouver, which specializes in issues concerning women and minorities in the work force. She served as the sole commissioner of a Commission of Inquiry Into Part-Time Work for Labour Canada in 1982-83.

©Copyright, Joan Wallace, 1986

One of the most significant changes in the structure of the workplace during the past 30 years has been the rapid growth of part-time work. The percentage of part-time workers in Canada has grown from 3.8 percent in 1953 (the first year in which statistics were collected on part-time work) to 15 percent today. As a result of that growth, two new developments have occurred which are not only changing the nature of part-time work, but which will further increase the participation rates of part-time workers.

First, part-time work is gradually shaking its image as the "poor relation" of the workplace and becoming an acceptable choice for higher income and professional workers. Secondly, the demands of part-time workers for fairer treatment — especially for access to pension and fringe benefit plans — is beginning to be heard by governments at both federal and provincial levels.

The Report of the Commission of Inquiry into Part-Time Work, *Part-Time Work in Canada* (1983), found that the treatment of part-time workers in today's work force leaves much to be desired, but it also noted the emergence of an entirely new attitude towards part-time work. Traditionally, part-time work has been found only in low-skilled jobs, filled mainly by women and young people. But today, many workers at all levels are beginning to view it as a viable work option for certain periods in their lives.

The Commission reported that:

today's workers are beginning to demand more flexibility in the workplace. The old life-cycle, in which a person finishes school, works full-time for the next 40 years and then retires to do nothing until he dies, is on the way out. Workers now want to be able to move from full-time to part-time and back again at different periods in their lives, depending upon their other responsibilities and their financial requirements. Both men and women want to be able to share child care responsibilities, particularly when their children are young. All workers want to be free to return to school, or to retrain for

a new career, or perhaps test out a new occupation, all on a part-time basis. Older workers in their fifties and sixties want to enjoy more leisure time, while many of those past the normal retirement age want to continue to work, but prefer to work part-time. (*Part-Time Work in Canada*, 1983, p.27)

The Commission predicted that for all of these reasons there will be a continuing increase in the supply of people who prefer to work part-time, not always as a permanent choice, but at various periods in their lives. The Report's prediction, that by the year 2000, part-time workers will make up 15 to 19 percent of the workforce, is already considered to be a conservative estimate.

The demand for part-time workers is also increasing as a result of technological advances and employers' recognition of the cost savings and increased productivity that can be achieved by tailoring their staff time to fit the peaks and valleys in their businesses. This trend is already apparent in the employment figures of the past few years.

During an 18-month period ending in December 1982, Statistics Canada (1984) reported that full-time employment fell by 6.8 percent while part-time employment grew by 5.3 percent. From December 1982 to January 1984, full-time employment recovered by 2.8 percent and part-time employment continued to grow by 6.9 percent. As a result, part-time workers now make up 15 percent of the Canadian work force, as compared to 13.5 percent in 1981.

The growth in part-time work has been a mixed blessing for the women and young people who make up the majority of part-time workers. The report on *Part-Time Work in Canada* found that part-time workers in the Canadian labor force are treated unfairly compared to full-time workers. It also found that every group in the workplace — employers, governments, unions, and even individual full-time workers — have been guilty of treating part-time workers unfairly.



The Report said that many employers, including government, are paying part-time workers lower hourly rates than full-time workers, denying them access to pension and fringe benefit plans, and keeping them in low-skilled jobs with little opportunity for promotion. Governments, in their employment standards legislation, have ignored the existence of part-time workers, and thus inadvertently denied them some of the benefits, rights, and protections which this legislation provides for full-time workers.

Although the Commission found that the union attitude appears to be changing, it said that unions, until the past few years, have deliberately ignored the existence of part-time workers or actively worked to prevent or reduce their participation in the work force. Some unions still curtail the job opportunities open to part-timers, their pay rates, and their access to seniority lists. The result is that part-time workers, no matter how long their service to a company, are the first to be laid off. Even full-time workers in some workplaces treat part-timers as second-class citizens.

The Commission found some exceptions. It said that some unions, usually those in which women or part-time workers make up a large percentage of the membership, and some employers, mostly those with unionized workplaces, have begun to provide equal treatment for part-time workers. Nurses, hospital workers, teachers, and unionized retail clerks (in supermarkets) have made the most progress in achieving equitable treatment for part-time workers.

The major recommendation made by the Commission on Part-time Work was that labor standards legislation at the provincial and federal levels should be amended to ensure that part-time workers are included in all fringe benefit and pension plans (on a prorated basis) where an employer provides these benefits for full-time workers. It also recommended changes to the unemployment insurance system to permit a larger percentage of part-time workers to participate in the plan.

While the Commission found that the vast majority of today's part-time workers are exploited, it also reported that three new types of part-time work — job sharing, phased retirement, and

paid leave — are beginning to emerge as much more promising options for the part-time worker. They are being created, not in the low level occupations in which most part-time work is found, but in some of the higher-paying professions, particularly the professions which are dominated by women, such as teaching, nursing, and social work. All of these professions are unionized and provide good pension plans for their members.

### Job Sharing

Job sharing, the most common of the new types of part-time work, is a voluntary arrangement between two workers and their employer which allows them to share one full-time job, with each one working half of the full-time hours required for that job. They may split it on a half-day basis a half-week basis, or even a half-year basis. Because job sharing involves the splitting of one full-time job, it is more likely to pay the same wages and benefits (prorated according to time worked) as the position previously provided for one full-timer.

The first national survey of job sharers in Canada, conducted by the Commission on Part-Time Work, found that Canadian job sharers, like those in the United States and Britain, tend to be professional women with small children who want to combine home responsibilities with work in a profession which has traditionally provided only full-time jobs. The major difference between Canadian job sharers and those in the other two countries was the percentage of men involved. In the United States and Great Britain, 20 percent of job sharers are male, while there were only three men out of the sample of 104 Canadian job sharers.

The Canadian job sharers worked in 26 different occupations that ranged from traditional female professions, such as teaching, nursing, and social work to the more unusual occupations of city planner, human rights officer, and church minister. Medical occupations, including nurses, nurses aides, technologists, and even a couple of doctors were represented. With only one exception — a secretary in a department store — all of the job sharers worked for government or for publicly-funded institutions.

Their educational level was high, with 82 percent having post secondary education. Most of the job sharers

came from two-income families, with only 13 percent reporting that they were the only or the primary income earner in their household.

While job sharing is a relatively new phenomenon in Canada, it has been fairly common in Great Britain since the '40s, when it was introduced during the Second World War to help alleviate shortages of skilled workers. In the United States, job sharing emerged in the late '60s in response to pressure from groups of professional women who wanted to spend more time with their children without giving up their careers. In Canada, where similar pressure is now building, job sharing will undoubtedly increase in the next 10 years.

### Phased Retirement

A second major change in part-time work — the gradual introduction of phased retirement — is just over the horizon. It is expected to increase as a result of the growing number of older people who would prefer to work part-time and gradually phase themselves out of the work force, rather than retire abruptly at age 65. It seems clear, that given the influence of human rights legislation, and of the new Charter of Rights and Freedoms, that mandatory retirement will soon disappear in Canada. It has already been abolished in Quebec and Manitoba.

In Europe, during the last decade or so, numerous firms in several European countries, as well as the government of Sweden, have introduced innovative alternatives to abrupt and full retirement. These programs, best known as phased, gradual, or transition retirement schemes, allow older workers to reduce their working time in stages — daily, weekly, monthly or annually — in the months or years preceding full retirement. Employees are permitted to ease into retirement usually with little or no reduction in net compensation and benefits.

An in-depth study of phased retirement programs operating in 17 European firms was conducted in 1981 by the National Council for Alternative Work Patterns in the United States and summarized in *Work Times* (Swank, 1983). Its major findings were:

- Phased retirement programs until recently have been typically initiated by top-level management out of a strong sense of corporate responsibility for older workers. Now, several

unions in France, Great Britain, and the Federal Republic of Germany have negotiated, or are encouraging such programs as part of their collective bargaining agreements.

- None of the firms has calculated the costs of the phased retirement program. Employees in most programs retain full wages and benefits despite their reductions in working time. The remaining programs reimburse workers for part of the wages lost due to reduced hours, or prorated salaries to hours worked. Fringe benefits are typically unaltered.

- Where older workers are eligible to participate in phased retirement, the vast majority do so.

In the government-sponsored Swedish phased retirement plan, workers approaching retirement age are allowed to work part-time for a few years during which they receive a partial pension to supplement their part-time wages. The pension is paid through the public system and is equivalent to our CPP/QPP and Old Age Pension combined.

Would phased retirement work in Canada? Several studies have reported considerable interest in phased retirement among older workers, providing that some pension benefits are available to supplement their reduced salaries. Some universities in Ontario, and the University of Manitoba, have already introduced a plan, which although it does not supplement part-time earnings, does allow older, tenured professors to work part-time without losing any of the pension benefits they have built up over the years. While working part-time, they continue to contribute to their pension plan at a rate based on their full-time salary.

The B.C. Teachers Federation is currently negotiating with the provincial government to introduce a phased retirement plan which would permit teachers approaching retirement to work part-time and draw part of their pension benefits. Their pension would then be re-evaluated when they retire.

#### **Paid Leave**

The third new type of part-time work, paid or sabbatical leaves, has been traditional in the academic world, but there are now some innovative new adaptations beginning to emerge in other professions, particularly in the teaching profession in most provinces.

They are called "deferred salary leave plans" and are designed to enable teachers to plan and finance a 1-year leave of absence by regularly investing a portion of their pre-tax salary for a certain period prior to their leave. The deferred salary, together with the interest it earns, is then repaid to the participant during the year of leave.

The plans have been approved by Revenue Canada, which means that funds contributed to the plans, and the interest they earn, are taxable in the year in which they are withdrawn, not the year in which they are earned. As a result of this tax concession, most participants in the plan take home 80 to 90 per cent of their regular salary during the term of the plan — including the 1 year of paid leave.

#### **Future Directions**

While all of these new types of part-time work are still in the experimental or ad hoc stages of development and involve only a small percentage of workers, the interest in part-time work continues to grow. The major drawback that keeps many full-time workers from switching to part-time is the fact that they would be forced to drop out of the employer-sponsored pension and fringe benefit plans which are now available to approximately one-half of all full-time workers in Canada.

---

### *The interest in part-time work continues to grow.*

---

The major recommendation of the Commission on Part-Time Work, that legislation was required to ensure that employers included part-time workers in their pension plans, has not yet been implemented by the federal government or by most provinces. But signs are appearing which point to the inevitability of such legislation.

In 1984, Manitoba became the first, and so far the only province to require employers with pension plans to include part-time employees in those plans on the same basis as full-time employees, with pension payments and benefits being prorated according to the time worked by the part-timers.

Ontario has taken a first step towards this goal by including part-time and seasonal civil servants in the government pension plan.

Another promising sign is that the provincial pension ministers of all ten provinces, who have been meeting for several years to try to develop a common approach to several areas of pension reform, announced in June 1984 that one of the issues they are now agreed upon is pension coverage for part-time workers.

The federal government has also announced its support for the inclusion of part-time workers in employer sponsored pension plans. To add impetus to that promise, the Parliamentary Committee on Equality Rights, which was set up to examine equality rights under the Charter of Rights and Freedoms, has come out strongly in favor of including part-time workers in employer benefit plans. In its report of October 1985, *Equality for All* (1985), it said that the majority of the Committee "views the lack of benefit coverage available to part-time workers as compared to full-time workers as an example of the systemic discrimination . . . which is contrary to Section 15 [of the Charter]. Since most part-time workers are female, it is women who must bear the impact of laws that treat part-time workers less favourably than their full-time counterparts" (p. 95). It urges that the federal government "assume the lead by taking steps to ensure that part-time workers are treated equitably . . ." (p. 101).

When these recommendations have been implemented, and when employers become flexible enough to provide access to job sharing, phased retirement, and paid leave, part-time work will finally have come of age. It will have grown from a work option which was statistically insignificant prior to 1953, to a recognized and accepted work choice for almost one-fifth of Canadian workers. □

#### **References**

- Equality for all*. (1985). Ottawa: Queen's Printer.
- Part-time work in Canada*. (1983). Ottawa: Labour Canada. (Available free from Publications Distribution Centre, Labour Canada, Ottawa, ON, K1A 0J2.)
- Statistics Canada. (1984, June). Recent labour market developments. *The Labour Force*, pp. 93-105.
- Swank, C. (1983). Phased retirement: The European experience. *Work Times*, 2(2), 1-4.



# Power in Home Economics

## *An individual and professional issue*

Nina L. Colwill, Marcy Pollock, and Teresa I. Sztaba

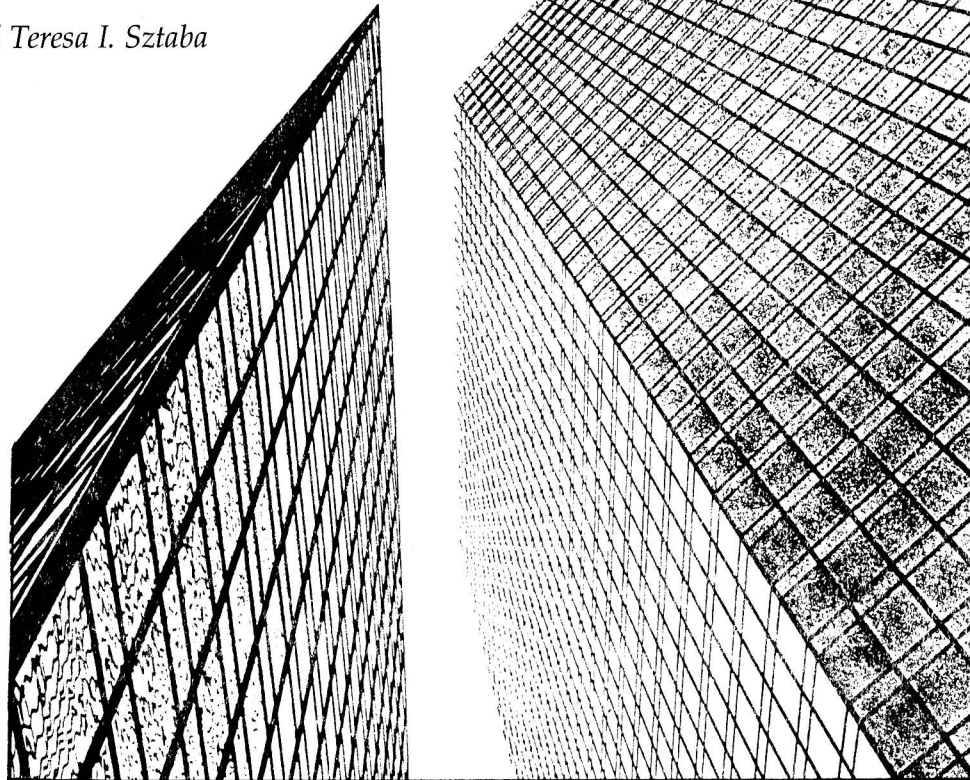
### Abstract

Definitions of power can be arranged into a hierarchy of three increasingly macro concepts: personal power, or feeling in control of one's environment; interpersonal power, or the ability to influence others; and organizational power, or the ability to mobilize resources. This paper explores power issues facing the home economist at these three different levels and reports on a study of home economics students' compliance with a male or female engineer or home economist. Discussion of these results in the context of the larger literature suggests that home economists must be careful not to relinquish power by inordinately strong compliance to the demands of men and women in male-dominated professions.

### Résumé

Les définitions du pouvoir peuvent être classées suivant une série ascendante de trois notions générales: le pouvoir personnel ou le sentiment d'être maître de son propre environnement; le pouvoir interpersonnel ou la capacité d'influencer les autres; le pouvoir organisationnel ou l'aptitude à mobiliser des ressources. Cet article examine les problèmes auxquels sont confrontés les spécialistes de l'économie familiale à ces trois niveaux de pouvoir. Il dresse aussi le bilan d'une étude menée auprès d'étudiants en économie familiale pour déterminer jusqu'à quel point ils se conforment aux rôles de l'homme et de la femme dans les professions d'ingénieur ou d'économiste familial. Selon une analyse de ces résultats transposés dans un contexte plus large, les spécialistes de l'économie familiale doivent faire attention de ne pas perdre leur pouvoir en se pliant démesurément aux demandes des hommes et des femmes faisant partie de professions à dominance masculine.

Nina L. Colwill, BA (Western Ontario), MA (Manitoba), PhD (Manitoba); Associate Professor, Department of Business Administration; Adjunct Professor, Department of Psychology, University of Manitoba. Marcy Pollock, BSc (Manitoba), MA (Manitoba); PhD student, Department of Psychology, University of Manitoba. Teresa I. Sztaba, BA (Manitoba); Master's Student, Department of Psychology, University of Manitoba.



To be a member of a female-dominated profession in Canada today is to be involved in an issue of power. This discussion represents our reflections on power in home economics, our study of the literature, and our own beginning research.

What is power? There are literally hundreds of definitions, but they seem to arrange themselves into a hierarchy of three increasingly macro but overlapping concepts: *personal power* — to feel in control of one's own environment; to feel good about oneself; *interpersonal power* — the ability to get someone to do or to believe something that he or she would not necessarily have done or believed spontaneously (Johnson, 1976); and *organizational power* — the ability to mobilize resources, to get things done (Kanter, 1977).

### Personal Power: Feeling in Control

Personal power is conceptualized probably most clearly by Julian Rotter's notion of internal locus of

control — the belief that events in one's life are determined by one's own actions and attitudes to a greater extent than they are controlled by the external environment, chance, or powerful others (Rotter, 1966). This concept is particularly interesting in the study of female-dominated professions, because women as a group tend to be less internal than do men as a group, a finding that has been duplicated in at least five different countries (McGinnies, Nordholm, Ward, & Bhanthumnavin, 1974). Locus of control is also a good predictor of many power-related behaviors and events. For example, externals are more likely than internals to bow to social influence (Ryckman, Rodda, & Sherman, 1972); they are less able to influence others; and they tend to attribute their successes to luck rather than to their own abilities (Phares, 1976).

The research correlating locus of control with beliefs about success leads us to another literature that is

closely related to personal power — the literature on attributions of success and failure. Again there are implications for women in female-dominated professions, because there is a general tendency for men to see their successes and failures as a direct result of ability, while women are more likely to attribute their successes and failures to luck (Frieze, 1975). There are, however, some deviations from this pattern, and one of these discrepancies was found in a study of female high school students who were planning to follow either traditionally female or traditionally male careers. Their pattern of attributions took the following form: the female "nontraditionals" tended to attribute their successes to ability and their failures to lack of ability, as men are usually found to do, but the female "traditionals" attributed their failures to lack of effort and interest and their successes somewhat to effort, but more strongly to luck (Wergers & Frieze, 1977).

Does it really matter what high school students consider to be the origin of their successes and failures? It may matter greatly to women, particularly to women in female-dominated occupations — professions like home economics. If these women who were studied by Wergers and Frieze in the late 1970s are today living their high school goal of working in a traditionally female occupation, their beliefs about their own successes and failures may be coloring the tone of home economics with a lack of personal power. To believe that one's successes are related to luck is to believe that one's destiny is outside of one's control. Returning to the correlates of personal power mentioned earlier, we are faced with a disturbing possibility: If women in general and women in traditionally female occupations in particular, experience low levels of personal power, the interpersonal influence of home economists may be inordinately low.

### **Interpersonal Power: Influencing Others**

People's ability to influence others is based upon a variety of factors, not the least of which is their belief about the extent to which they control their own lives. Another factor that determines interpersonal power is status. Status is, in turn, determined in a variety of ways, but there is one determinant that has seldom varied throughout written

---

*People's ability to influence others is based upon  
their belief about the extent to which  
they control their own lives.*

---

history: Women, the things that women do, and all things womanly have lower status than men and that which is associated with men.

Individual home economists could increase their sphere of interpersonal influence, if the status of their profession were high, but the image of the home economist's role in the North American workplace appears to be a confused and blurred one. In a study of business and media people, academic and government administrators, and legislators, 70% of those interviewed said that the role of the home economist was "relatively unknown" to them, with specific descriptions ranging from "bright, skilled, and diligent" to "dull, traditional, and limited in creativity" (Yankelovich, 1974, cited in Crosbie, 1974). This fuzzy image could work to the advantage of home economists if the profession were to undertake a strong public relations campaign designed to increase its prestige, for society's lack of a clear role for home economists should make us all malleable to whatever impression the profession wishes to convey. The maintainance of a positive image would depend on the positive self-images of tomorrow's home economists. With this assumption in mind, we decided to examine home economics students' perceptions of members of their own profession.

The subjects in our experiment were 118 female Human Ecology students at the University of Manitoba enrolled in a communications course in their own faculty. They were asked to read a scenario in which they were to imagine themselves as having worked for 2 years at Manitoba Hydro in a position which they enjoyed and in which they felt comfortable and secure. The experimental manipulations in this scenario were twofold: subjects received a request from a co-worker who was named either Dave Johnson

or Janet Johnson, and this colleague was described as having graduated from the University of Manitoba in 1980 with a bachelor's degree in either Human Ecology or Engineering. The request took the form of the following memo:

*As you may know, Dr. Harvey Richie will be giving our training and development seminar on December 2nd and I'm in charge of arranging things. Everything is going well.*

*I have learned that you are a very good speaker and a personal friend of Dr. Richie's. In my experience that is the perfect combination needed for introducing a speaker and I would appreciate it if you would agree to introduce Dr. Richie.*

*I will be happy to repay you by helping you with the new project you've been assigned. I'll call you tomorrow for your answer.*

After reading this scenario, the students responded to a series of questions, each of which was followed by a 5-point Likert scale. They were asked the probability of their complying with their colleague's request, and were asked to rate Dave or Janet on several continua with titles such as powerful-powerless and assertive-nonassertive. Although descriptions of the hypothetical colleague did not differ as a function of sex or profession, compliance with the request did differ: Subjects rated the likelihood of their compliance to be significantly higher if the requests were made by an engineer of either sex rather than by a home economist.

Although subjects did not describe the hypothetical engineer as more powerful, she/he was, in fact, able to exercise greater influence. This suggests that the factors determining interpersonal influence may operate below our level of awareness, and that these future home economists were

influenced by a belief that the image or status of engineering is greater than that of their own profession.

The image and self-image of home economists and the powerlessness generated by these negative perceptions is a concern that has been voiced repeatedly (Carter, 1981; Peterat, 1983; Welsh, 1980). To the extent that these negative perceptions lower the status of home economists, the interpersonal power of individual members of the profession will be impeded, restricting the organizational power of every home economist.

### Organizational Power: Mobilizing Resources

If the interpersonal power of home economists is lower than that of colleagues in other professions, the home economist's ability to mobilize organizational resources will be correspondingly low. This problem is exacerbated by the fact that virtually all home economists must interact with men and women whose status is enhanced by membership in a male-dominated profession. This status differential affects home economists as individuals and home economics as a profession. In order for the profession to make an impact on organizations and on society, individual home economists must be constantly aware of their self-image and their perceptions of other professionals. If these perceptions result in a tendency to comply with members of male-dominated professions, home economists may find themselves to be more influenced than influential.

### Conclusions

The issues of power and status experienced by women in home economics are not unique to either their profession or their sex. They may, however, enjoy a unique opportunity to raise the status of men and women in their profession and in other female-dominated professions. If the role of the home economist lacks clarity, who can better define it than members of the profession? If that definition is based on a positive occupational self-image, the status of the profession cannot help but benefit. To increase status is to increase interpersonal power, and the three types of power discussed in this paper are so inextricably intertwined that one scarcely can

imagine how an increase at one level could fail to have an impact on the other two levels. Jocelyne Frenette (1986) describes one of these power shifts in this issue of the *Canadian Home Economics Journal* (see "Equal Pay: An Issue for Traditionally Female Professions"), but there are many other less dramatic changes occurring every day.

The role of home economics was not created in a vacuum. It evolved as a female-dominated profession in a society in which women's work is valued less highly than men's. As the roles of men and women are slowly redefined through the beliefs and actions of individual men and women, so can the role of home economics gain increased status, and through its status, increased power. □

### References

- Carter, J. (1981). The image of the home economist. *Canadian Home Economics Journal*, 31(4), 230.
- Crosbie, B. A. (1978). Home economist image study—A synopsis. *Canadian Home Economics Journal*, 28(1), 43-44.
- Frenette, J. (1986). Equal pay: An issue for traditionally female professions. *Canadian Home Economics Journal*, 36(2), 65, 69.
- Freize, I. H. (1975). Women's expectations for and causal attributions of success and failure. In M. T. S. Mednick, S. S. Tangri, & L. W. Hoffman (Eds.), *Women and achievement: Social and motivational analysis*. (pp. 158-171). Washington, DC: Hemisphere.
- Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic Books.
- Johnson, P. (1976). Women and power: Toward a theory of effectiveness. *The Journal of Social Issues*, 32(3), 99-110.
- McGinnies, E., Nordholm, L. A., Ward, C. D., & Bhanthumnavin, D. L. (1974). Sex and cultural differences in perceived locus of control among students in five countries. *Journal of Consulting and Clinical Psychology*, 42(3), 451-455.
- Peterat, L. (1983). Education, women and home economics. *Canadian Home Economics Journal*, 33(2), 67-70, 74.
- Phares, E. J. (1976). *Locus of control in personality*. Morrisburg, NJ: General Learning Press.
- Rotter, J. (1966). Generalized expectancies for internal vs. external control of reinforcement. *Psychological Monographs*, 80, 1-28.
- Ryckman, R. M., Rodda, W. C., & Sherman, M. F. (1972). Locus of control and expertise relevance as determinants of changes in opinion about student activism. *Journal of Social Psychology*, 88, 107-114.
- Welsh, J. (1980). Women and professionalism. *Canadian Home Economics Journal*, 30(3), 183.
- Wergers, R. M., & Frieze, I. H. (1977). Gender, female traditionality, achievement level and cognitions of success and failure. *Psychology of Women Quarterly*, 2, 125-137.

## Au Travail

(Suite de la page 84)

divers postes au sein du conseil d'administration et du bureau de direction.

1976. Une autre page de vie va s'ouvrir pour Jeannine Cornellier. En effet, elle est invitée à participer à la formation des maîtres qui créeront le noyau du "Lycée professionnel hôtelier d'Abidjan" en Côte d'Ivoire. Quelques étudiants de ce pays sont en effet inscrits tant à l'Institut de Tourisme et d'Hôtellerie du Québec et à l'Université de Montréal et Jeannine a comme mission de superviser leurs travaux.

On la voit également pendant les années qui suivent se recycler en alimentation des collectivités, en préparation pédagogique des professeurs et va même jusqu'à Lausanne peaufiner cette formation qui lui permettra de devenir la première directrice des services pédagogiques du Lycée professionnel hôtelier d'Abidjan. Elle occupera ce poste jusqu'en fin d'année 1983. Avant son départ de la Côte d'Ivoire, elle aura l'insigne honneur de recevoir des mains du Président de la République, Son excellence M. Félix Houphouët Boigny, la décoration de Chevalier de l'Ordre du Mérite Ivoirien.

A son retour à Montréal en 1984, elle supervise les travaux de quelques Ivoiriens qui poursuivent leur formation et se consacre à la recherche en pédagogie pour l'évaluation des programmes du secteur professionnel de l'Institut de Tourisme et d'Hôtellerie. Parallèlement, depuis septembre 1985, elle a pris la responsabilité des cuisines du Centre interprovincial de sa communauté. Et, elle n'a pas dit son dernier mot car elle caresse le projet d'y travailler comme diététiste professionnelle et d'y créer en quelque sorte un centre de recherche, de normalisation et de formation à la cuisine des collectivités en milieu communautaire et hospitalier. Rien de tel existe encore au Québec et sa vaste expérience de pédagogue, de diététiste et de gastronome alliée aux qualités humaines qu'on lui connaît lui permettra d'améliorer sensiblement la qualité de vie des gens âgés, des malades et des personnes devant vivre en milieu communautaire. Autre défi qu'elle saura relever avec audace et professionnalisme! □



# The Corporate Bottom Line

## Integrating Home Economics

Marilynn Small and Marian Macdonald

### Abstract

To survive in these highly-competitive times, home economists in business must prove their worth by making a direct impact on earnings, and build credibility by continually demonstrating the value of their contribution to a skeptical, cost-conscious senior management. The General Foods Consumer Centre has met this challenge by completely integrating its technical and creative expertise with the perspective, business strategies, and annual plans of marketing management, aggressively selling value-added ideas and services in terms of specific business benefits, adapting its structure to serve clients better, and working hard to earn a high-profile niche in the corporation.

### Résumé

Pour survivre en ces temps très compétitifs, les économistes ménagères professionnelles doivent prouver leur valeur en ayant un impact direct sur les revenus et établir un milieu de confiance en démontrant continuellement la valeur de leurs contributions à une Haute Direction dont l'attitude est sceptique et axée vers les coûts. Le Centre Consommateurs General Foods a relevé ce défi en intégrant totalement son expertise technique et créatrice aux perspectives, stratégies commerciales et plans annuels de la direction de la commercialisation, en présentant dynamiquement des idées et services ayant une nette valeur en termes d'avantages commerciaux spécifiques, en adaptant sa structure pour mieux servir les clients, et en travaillant avec acharnement pour se tailler une place de prestige au sein de la corporation.

This article is based on a presentation made at the CHEA Convention in Vancouver in July 1985.

Disponible en français auprès de la rédactrice.

**T**ough new corporate expectations are threatening the survival of the home economics profession in today's business world. Many Canadian companies and some government departments have shrunk or eliminated in-house home economics and consumer service departments. Why? Because management couldn't assess their impact.

Business wants results. In the current cost-conscious environment, business needs to see direct linkages between resource commitments and profitable volume growth. To meet this critical challenge, home economists in business must prove their ability to achieve corporate objectives. We must also do a better job of merchandising our services by demonstrating to management, on an on-going basis, the valuable contribution home economics makes to the "bottom line."

For more than a decade, the General Foods Consumer Centre (GFCC) has aggressively addressed the need to become more accountable. In the process, we have developed some strategies and tactics that may be useful to others. Our department has succeeded in building solid credibility with marketing and senior management by applying a strong bottom line focus in absolutely everything we do.

**Marilynn Small** is Manager, Nutrition and Technical Services and a Senior Home Economist in the General Foods Consumer Centre, located at General Foods head office in Don Mills, Ontario. She holds a BSc (HEc) degree from McGill University's Macdonald College and a Dietetic Internship from St. Michael's Hospital in Toronto. **Marian Macdonald** is a Senior Home Economist in the General Foods Consumer Centre. She has a BHSc degree from the University of Guelph.

Before taking on any new project or activity we ask ourselves: Is it critical? Is it important? Is it nice to do? The critical things are always done. The important things are usually done. The nice things are done only if we believe they'll be important in the long term.

A number of factors have helped significantly to increase our department's involvement and contribution: positioning within the company, a team structure, integration with marketing, and selling the value of our services.

### Organization and Structure

Positioning greatly influences a department's opportunities to make valuable contributions to the bottom line. The Director of our Consumer Centre, Cécile Girard-Hicks, reports to the Vice President of the company's Grocery Division. This direct linkage to top line management reflects more than the company's strong consumer focus. It was earned in successive steps over many years by continually reaching beyond the traditional boundaries of home economics and carving a niche for the department.

The organization and structure of the Consumer Centre has been modeled to match that of the overall company. General Foods has three divisions, which are responsible for its coffee, grocery, and snack food businesses. To serve the special needs of each division, our professional staff of seven is organized into teams, similar to the product management groups in our Marketing Department. Each home economist team is responsible for specific brand portfolios. Three senior home economists act as team

leaders and marketing liaisons. Three staff home economists provide the food skills.

In addition to this brand assignment, each department member has special responsibilities that build on her individual strengths and experience. These roles include consulting on nutritional and technical matters, coordinating recipe editing, administering food styling guidelines for advertising, and supervising the annual publicity program.

It is interesting to compare this structure with the original General Foods Kitchens. Thirty-five years ago, two home economists in a one-room test kitchen reported to the Marketing Research Department. In 1983, the department changed its name to reflect a mandate and role that had long since become more responsible and diverse. Today the GFCC has two broad roles: marketing support and corporate support.

### The Marketing Support Role

In the marketing support role, GFCC professionals execute a mandate to bring a strong consumer perspective to all aspects of the marketing process. Applying home economics expertise and test kitchen resources, our aim is to maximize consumer satisfaction and improve the position of our products in the marketplace. Briefly, here's a summary of marketing support services provided:

- Technical services include evaluation of products, development of package directions, competitive environment assessment, product extended usage and recipe idea development, marketing education, and market research counselling with regard to research design and controls.

- Consumer services include consumer advocacy in decision making, as it relates to truth in advertising, representative package photography, and the like; providing a consumer perspective for business plan development, and assuring the consumer has a positive experience with our products by providing useful information and guaranteeing the accuracy of all consumer communication.

- Creative services involve developing innovative extended usage for products to support new advertising, managing food for television and print ads, developing and executing product support publications, identifying and recommending joint promotion opportunities to GF Marketing and outside companies, and developing product publicity programs to address product issues, new target groups or brand usage.

Most home economists in the food industry provide similar technical, consumer, and creative services. An important difference at the GFCC has been the high priority given to communicating effectively and specifically to management what our exper-

tise is, how it can be leveraged against the business, and what impact it will have on the bottom line.

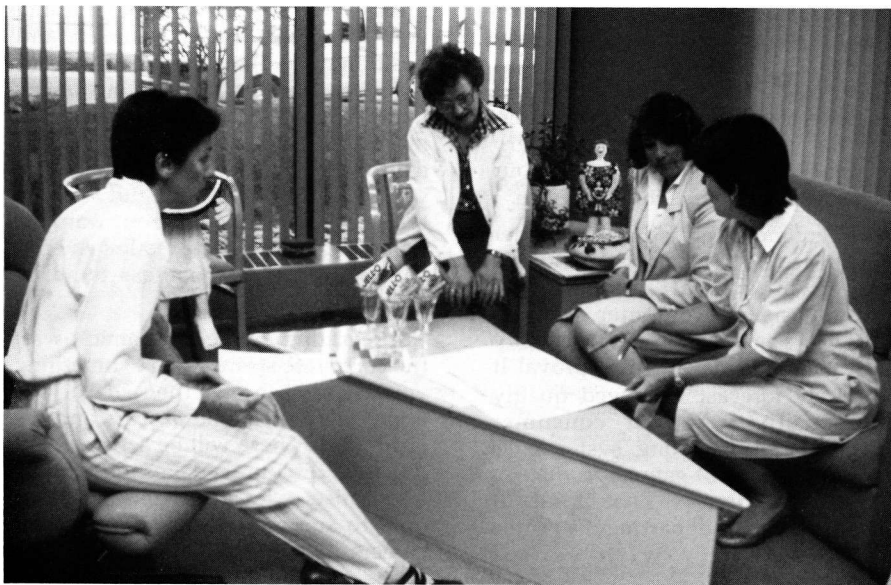
Over the years, the Centre has proactively merchandised the tangible value of its services. Fundamental to our success has been a continuing quest to thoroughly understand all of our brands from a business perspective. The breakthrough in this area came about 10 years ago when we obtained and analyzed the marketing plans for our major businesses. We then developed prototype consumer centre role documents showing in detail how our department could be used to effectively address key business issues and opportunities identified in the marketing plan. We followed up by recommending programs to do so. Through on-going initiatives, brand by brand, the GFCC document has become entrenched as an essential part of each annual marketing plan. This, in turn, guarantees our daily involvement with marketing.

Marketing education, one of our technical services, complements this role. Advising Product Managers on how they can best use our expertise and services gives home economists a key continuing opportunity to develop credibility and influence marketing decisions.

### Unique Marketing Integration

As a result of these initiatives, the Centre has achieved an integration of home economics and marketing that we believe is unique in the industry. On the average, our professional staff interacts daily with 80 percent of the 40 decision-makers in the Marketing Department. We are asked to bring a consumer perspective to every major business and brand decision — from strategic planning to developing and executing each brand's annual marketing plan. Every Senior Product Manager of any worth asks, "What does the Consumer Centre think?" before taking action. This integration is the gratifying result of more than 20 years of determined, sustained effort.

The prominent placement and size of the GFCC at head office is further evidence of how management values the department's contribution to the success of our business. The Centre is located just inside the front entrance and occupies about one third of the main floor. An interesting feature is a circular corridor (see photo) that



Senior staff planning meeting in the Director's office.



allows visitors and fellow employees to look directly into each of the four test kitchens through glass walls. In fact, most walls in the Centre are clear or tinted glass to communicate a feeling of being accessible.

Most accessible of all is a large, well-designed demonstration room. Here we stage presentations to marketing and our advertising agencies to build and sell our credentials as food experts with real understanding of what motivates consumers. We present our final recipe recommendations for use in advertising, cookbooks, and other promotions. This room is also the setting for food photography pre-production meetings, product awareness sessions for new brand and agency people, and special presentations that alert marketing to opportunities and consumer trends.

#### **Delivering Corporate Support**

The Centre also carries out a major corporate support role through its Consumer Response group. Their job is to help General Foods send the far-reaching message that we do indeed provide superior consumer satisfaction. This commitment is expressed by the quality assurance statement that appears on every package as well as on our letterhead and in each of our publications. It invites consumers to contact us directly with any concerns or requests regarding our products — and they do. We get 250,000 calls and

letters a year, most of them asking for recipe or food preparation information. Contact with our large market segment in Quebec — up to 40 percent for some brands — is encouraged by providing a permanent toll-free line from Montreal to our Toronto office. A supervisor and four specialists on the Consumer Response team answer every contact with care and sensitivity, and then take prompt action to ensure continued consumer trust and confidence.

An equally important responsibility of the Consumer Response group, with significant bottom line impact, is monitoring consumer contact trends for management. The group functions as a highly effective early warning system. Four different reports analyze complaints, nutrition issues, general contacts, and recipe requests. These reports can alert us to possible problems in product design, packaging or distribution, help us identify new product or line extension opportunities, and track consumer interest in recipe material and advertisements.

#### **Keys to Corporate Survival**

By touching only on a few highlights, we've attempted to demonstrate how the GFCC makes a highly visible impact on bottom line objectives. The department's structure, its special niche in the company, integration with marketing, a team approach, and continuous merchandising of our services have all contributed to the successful result. The overall strength of the Centre team is another asset we rely on to bring a broader perspective to key projects. We often get everyone together to brainstorm about a particular issue or opportunity.

Finally, we offer a few suggestions for corporate survival. Begin by getting yourself included. Attend marketing meetings, even if you have to take your own work home. Learn all you can about the marketing process and become part of it. Read marketing journals and text books. Internalize what a marketing strategy is — a three-dimensional blueprint that defines your brand's position versus the

---

*Home economists have the opportunity  
to develop credibility and influence marketing decisions.*

---

An interesting consumer service we've managed for 4 years is a product support program for jam and jelly makers. The Certo Hotline, an idea generated by our department, allows consumers across Canada to call toll-free for advice or recipes. Every consumer who buys a package of our pectin gets this value-added service.

A phenomenal growth in consumer contacts led us to recommend moving away from manual processing to custom-designed computer technology 3 years ago. A thorough feasibility study gained management approval. It accurately forecast improved quality and sensitivity in our consumer response and reporting systems, as well as a 30 percent gain in productivity and efficiency. That kind of initiative builds a department's profile and credibility with senior management.

competition in the marketplace. It predetermines absolutely everything you do for a brand. Understand positioning — the slot you want your brand to occupy in the consumer's mind. When you've learned to read a marketing plan and identify where you fit in, then you're ready to merchandise your expertise in meaningful ways to the marketing clients you want to influence. Sell the added value you can contribute as a business-building point-of-difference.

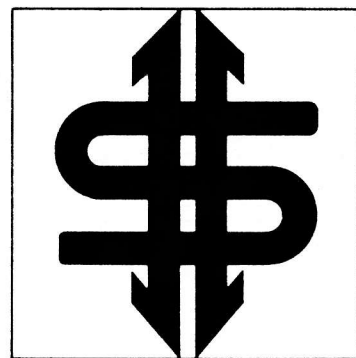
Integrating home economics with the corporate strategy isn't something you accomplish and then sit back to enjoy. It's a dynamic process and it's hard work. There will be setbacks but don't get discouraged. For those home economists who are determined not only to survive but to advance their careers in a corporate environment, the challenges and rewards are well worth the effort. □



# Equal Pay

*an issue for traditionally female professions*

Jocelyne Frenette



## Abstract

The issue of equal pay for work of equal value is a current issue — especially for women working in a profession that is dominated by women. This article explains the "work of equal value" concept and describes the steps that must be taken to establish a case of discrimination in organizations that come under federal jurisdiction. The author suggests that home economists should use their diverse skills to enhance the "value content" of their work in order to attain true equality.

## Résumé

La question de la rémunération égale pour un travail de valeur égale fait couler beaucoup d'encre depuis quelques années. Il s'agit d'une question qui touche de près les économistes familiales du Canada puisque notre profession en est une essentiellement féminine et puisque les économistes familiales à l'emploi du gouvernement fédéral essaient d'obtenir une meilleure rémunération depuis 6 ans. La valeur d'un travail est au centre de la question. Quels sont les facteurs qui augmentent la valeur d'un travail? Comment les économistes familiales peuvent-elles l'évaluer et la promouvoir? Un examen de conscience est ce que propose l'auteur comme début de solution à long terme au problème de l'inégalité entre la perception de la valeur du travail essentiellement féminin et masculin.

Jocelyne Frenette holds a BSc (Food Science) from McGill University and is currently a Home Economist in Business. She formerly was a food consultant with Agriculture Canada and chaired the Home Economics Group of the Professional Institute of the Public Service of Canada.

**T**he issue of equality for women in the work force is a timely one. The question was debated during the 1984 federal election campaign by the three party leaders, and more recently, it became an issue during the provincial election in Ontario. In practical terms, equality means equal pay, not only for equal work but for work of equal value.

It is well established that on average, women earn less than men. Although sex alone does not necessarily explain the extent of the disparity, studies show that it does account for a portion of it. Judge Abella, in her report, *Equality in Employment*, points to Canadian and United States studies indicating a 10 to 20 percent differential due to sex discrimination (Fairweather, 1985). Factors such as market value as determined by the law of supply and demand also help set wages (DeForest, 1984).

In Canada, the principle of equality was formally established in 1978. Section 11 of the *Canadian Human Rights Act* states that women and men must be paid equally for work of equal value in the **same establishment under federal jurisdiction**. What the Act does, is establish the principle of equal compensation. However, the onus is generally put on employees to initiate the process so that it becomes reality.

## Equal Compensation

Although the principle of equal compensation is well publicized, the mechanics of obtaining it is not. What follows is an overview of three major steps involved.

**Filing a complaint.** Ideally, women should be able to negotiate a salary that reflects the value of their work with the employer. If this fails, other

avenues have to be explored. Women whose work falls under federal jurisdiction and whose pay scales are severely depressed relative to male-dominated professions with similar educational requirements, skills, and supervisory responsibilities can file a complaint with the Canadian Human Rights Commission (CHRC). The CHRC sets guidelines and investigates complaints of discrimination. Obviously, the comparison group(s) must be valid in terms of sex predominance.

**Evaluating job worth.** The key word in the expression "equal pay for work of equal value" is of course "value." What makes work valuable? How do we determine its worth? The CHRC has adopted a 9-factor job evaluation plan known as the "Aiken Plan." First developed in the United States in 1946 and up-dated in 1980, this Aiken Plan evaluates a job based on: • the knowledge and skills required by assessing the complexity of the work and the judgement, education, and experience required; • the effort required by assessing need for initiative, and physical and mental demands; • the level of responsibilities by assessing consequences of errors, level of contacts, character, and scope of supervision; and • working conditions.

These factors are weighted to reflect their relative importance. For example, complexity/judgement, which evaluates the decision-making aspects of a position, is given a weight of 150 points. Routine, highly repetitive, simple work is worth 10 points whereas policy formulation is worth 150 points. Education, experience, consequences of errors, and contacts are other key factors given weights above 100 points. It should be pointed out

(Continued on page 69)

# A Code of Ethics

for the Canadian Home Economics Association<sup>1</sup>

Margaret Edwards Arcus

Most scholarly societies and professional associations have developed formal statements called "codes of ethics" intended to serve as standards for scholarly or professional service and action. These codes appear in many different forms and may differ in both style and content. In some situations,

such codes may be required by law, but even in circumstances when they are not legally required, codes of ethics are seen as desirable — an indication that the society or association has 'come of age'. This does not mean that associations without formal codes are somehow uninformed or unethical; rather that formal codes of ethics serve as some visible evidence of the concern of an association for its scholarly and professional accountability.

be suggested. Serious consideration of these questions by all members is important since the approval of a sound and relevant code requires the insight and the involvement of all. As Levy (1978) states, the development and/or evaluation of a code of ethics should be the task of the group to whom it applies, since these individuals are the ones who are most cognizant of the ethical responsibilities and issues which arise in their professional roles.

## Abstract

The proposed code of ethics, currently before the members of the Canadian Home Economics Association requires consideration and an important, thoughtful decision has to be made. An overview of the purposes and content of codes of ethics is presented and some questions for deliberation and discussion by members are suggested. Participation by all members of the Association is necessary for the development of a sound, relevant code of ethics.

## Résumé

Il est important que l'on étudie avec soin le code de déontologie proposé, que les membres de l'Association canadienne d'économie familiale ont maintenant entre les mains. Une décision importante et réfléchie devra être prise. Cet article donne une idée générale des buts et du contenu des codes de déontologie et propose un certain nombre de questions à discuter et à débattre. Il est indispensable que tous les membres de l'Association participent à l'élaboration du code si l'on veut qu'il soit judicieux et pertinent.

The need to develop codes of ethics for the Canadian Home Economics Association (CHEA) and for provincial home economics associations has received some attention in recent years. Some of the impetus for this has come from efforts to attain registration for professional home economists. One of the tasks currently facing members of the CHEA is the approval of a code of ethics for the Association. While the principle of such a code of ethics for CHEA was approved at the 1985 annual meeting, the specific content for the Proposed Code<sup>2</sup> (1985), as prepared by the Professional Development Committee of CHEA, will be considered and either approved or rejected at the 1986 annual meeting.

The purpose of this paper is to assist CHEA members to approach this important decision thoughtfully. An overview of the purposes and content of codes of ethics will be presented, and some questions for deliberation and discussion by CHEA members will

## Purposes of Codes of Ethics

Professional ethics has been defined by the Professional Ethics Project of the American Association for the Advancement of Science (AAAS) as those principles that are intended to define the rights and the responsibilities of professionals in their relationships with each other and with others such as employers, clients, students, research subjects, etc. (Chalk, Frankel, & Chafer, 1980). It is these principles which are reflected in codes of ethics.

These codes may serve several different purposes. In addition to the legal function already noted above, codes of ethics may be intended: • to inspire members to act according to some specified ethical ideals; • to alert members to ethical aspects of their professional work which they might otherwise overlook; • to provide guidance for members in dealing with perplexing ethical problems and issues which may arise in their work; and • to serve as a disciplinary code to enforce particular rules of the association and thus help to protect the integrity of the profession. Codes may also serve as a status symbol, help to enhance the image of the profession, or help to protect the monopoly of a profession. Since these latter purposes are generally considered to be non-ethical purposes, they will not be discussed further in this paper. Attention will be

Margaret Edwards Arcus is an associate professor in the School of Family and Nutritional Sciences, University of British Columbia. She holds the degrees BSc (Nebraska), MEd (Utah State), and PhD (Iowa State).

<sup>1</sup>This paper is based in part of the *Report of the Task Force on Ethics in Home Economics* (Arcus, 1985) prepared for the Canadian Home Economics Association, July 1983. This Report discussed the purposes and content of codes of ethics, but did not suggest a specific Code of Ethics for CHEA.

<sup>2</sup>Each member of the CHEA should: discharge one's professional duties with integrity; support the profession and further its aims; observe standards of personal ethics which reflect credit upon the profession; claim only those professional qualifications possessed; in no way criticize the professional reputation or status of another member except to the proper officials; seek continuous professional growth; and avoid questionable conduct by observing the spirit as well as the letter of this Code of Ethics.

focussed on the ethical and legal purposes for codes of ethics.

According to the AAAS Professional Ethics Project, "... a determination of appropriate goals and functions of a code ... should precede the development of specific content" (Chalk, Frankel, & Chafer, 1980, p. 64). If, for example, the intended purpose is simply to meet some legal requirement for professional registration, then almost any set of statements will do — there are no regulations about what must or must not be included in such codes. While developing a code for this purpose would be a relatively simple matter, it is seldom that codes are developed only for this purpose.

If the code is intended to inspire ethical behavior in professionals or to provide guidance for dealing with ethical problems, then statements should address the kinds of ethical ideals held by the profession or the kinds of ethical problems where professionals are most likely to need guidance. Thus, the statements should be directly relevant to the beliefs and the practice of the specific profession. Although codes which focus on ethical ideals may have some appeal to many professionals, there are some objections. Ladd (1980), for example, objects to the assumption underlying codes intended primarily for inspirational purposes — that professionals are somehow likely to be unethical, and thus it is necessary to inspire or exhort them to act in ethical ways. Some would suggest that those who need such exhortation are unlikely to pay any attention to the code anyway, while those who already abide by the ideals don't need a code to remind them to act ethically.

If the code is intended to be a disciplinary and thus a quasi-legal document, then statements must be carefully selected and worded, not only to address major ethical situations facing members of the association, but also to make it very clear what these members may do, must do, or must not do in these situations. A code of ethics which serves this purpose also requires procedures for monitoring practice, for adjudicating offenses against the code, and for mediating issues which arise from the code. Clarity in such a disciplinary code is critical, and many associations are currently facing litigation over codes of ethics and their applications.

### Content of Codes of Ethics

Once the purposes for the code have been selected, how does an association determine which statements are most appropriate? There is no magic set of statements to include in a code of ethics, but several criteria have been suggested which may assist an association either in constructing a new code or in assessing the content of a proposed code (Chalk, Frankel, & Chafer, 1980; Levy, 1978).

**Applicability.** Regardless of the purpose to be served, if a code of ethics is to be of real value to professionals, it must reflect the central ethical values of the profession and address the major ethical problems and issues faced by members in their professional practice.

---

### *A code of ethics must reflect the central ethical values of the profession.*

---

Professionals must be able to apply the code to real-life professional action choices and find guidance for situations which require their considered ethical judgment. Because codes should apply directly to the practice of a profession, they will differ from profession to profession. In medicine, for example, codes of ethics reflect issues such as informed consent, paternalism, and patient autonomy (Beauchamp & McCullough, 1984), while some of the key concerns in social work are the right to welfare and the duty to aid, confidentiality, and the just distribution of resources (Levy, 1978; Reamer, 1982). A key issue in public service is conflict of interest (Starr & Sharp, 1984), while in business, attention is given to hiring and promotion practices, corporate crime, and the ethics of persuasion (Arthur, 1981; Struhl & Struhl, 1975). Each of these fields is concerned for ethical practice, but the content of their codes of ethics differ because the nature of their professional practice differs. It has been suggested that codes of ethics are meaningless outside of the context of the specific roles, functions, and beliefs of a profession (Levy, 1978).

**Clarity.** A code of ethics should be as clear and as unambiguous as possible. This is a difficult criteria since many important terms used in these codes (i.e., respect, loyalty, ethical) are seldom defined and may have different meanings for members of the profession. Even when the terms are clearly defined or there is consensus concerning meaning, codes of ethics may still be ambiguous. Many statements in codes of ethics are so general that it is difficult for a member to determine what professional action is permitted or prohibited. Unless codes are sufficiently clear to provide a basis for responsible decision making and action, professionals may become frustrated and/or confused by the code and eventually come to neglect it as inappropriate or unworkable.

**Ordering of priorities.** Since statements in codes of ethics reflect the values of the profession, it is inevitable that some of these statements will come into conflict with each other, that is, it is not possible to implement one statement without violating another statement. When this happens, which statement takes priority? If the code is to reflect the ethical stance of the profession, some effort should be made to help professionals resolve these important conflicts. Reamer (1982) illustrates this with some examples from social work: "An individual's right to basic well-being ... takes precedence over another individual's right to freedom", and "An individual's right to freedom takes precedence over his or her own right to basic well-being" p. 76- 80. These kinds of statements provide some clear guidance to association members and would seem to be important additions to a code. Currently, however, few codes include such kinds of statements.

**Breadth.** There are several ways in which breadth is an important criteria for codes of ethics. First, while it is not possible (nor desirable) to include all



possible ethical situations, it is necessary to ensure that the most important and most central issues are addressed. This includes not being silent on critical issues, since these are the issues where professionals may require the most guidance. Second, codes must be appropriate for all of the professional roles performed by members of the association. That is, the code should not focus on the professional practice issues of some members of the association (i.e., those in business) but ignore the issues facing other members (i.e., those in education). This criteria for breadth may be problematic for "pluralistic" associations (such as CHEA) since it may be difficult to devise one code which is relevant to all of the diverse professional roles encompassed by the association. In such cases, efforts must be made to identify those ethical principles which are common to the various professional roles and then consider whether to develop additional codes for each diverse group. Finally, as noted earlier, professional ethics is concerned with the rights and the responsibilities of professionals in their relationships with others. Breadth in a code of ethics requires that the code address *both* rights and responsibilities, and that it include the variety of "others" to whom professionals may relate (colleagues, employers, clients, research subjects, society in general, etc.) To ignore this diversity is to limit the usefulness of the code.

**Professional vs. general.** A code of ethics should deal with professional ethics — what ought or ought not to be done by virtue of one's professional capacity — rather than with general ethics. Since professionals are "not exempt from the common obligations, duties, and responsibilities that are binding on ordinary people, there is no need in a professional code of ethics to exhort professionals to be honest, responsible, or considerate" (Ladd, 1980, p. 155). If there is a special ethics for professionals, it comes from the special ethical obligations inherent in one's professional service, and it is these *special* obligations which should be reflected in the codes of ethics. Attention to this particular criteria will also help to meet the criteria of applicability and clarity.

**Ethics vs. etiquette.** Codes of ethics should address professional ethics rather than professional etiquette, that

is, they should address matters of right and wrong, and good and bad in the context of professional conduct. It is important to distinguish between that conduct which is unprofessional and that which is, unethical (Carroll & Humphrey, 1979). Many codes have been criticized for their emphasis on relationships with professional colleagues and protection of the reputation of the profession, which are predominantly matters of professional etiquette, rather than safe-guarding the interests of clients, subjects, society as a whole, etc. (Chalk, Frankel, & Chafer, 1980; Fenner, 1980; Levy, 1976).

A number of other questions might be raised about the development of codes of ethics — appropriate underlying theories; statements of rules vs. statements of principles; desirability of input into the code from the consumers of the professional service — but these need not be addressed here. Those interested in such questions are referred to the references listed at the end of this paper or to the large body of literature on codes of ethics.

#### Implications for CHEA Members

Several important questions emerge from this overview of the purposes and content of codes of ethics:

- What purpose (or purposes) should a code of ethics serve for CHEA?
- What are the core ethical values inherent in home economics practice?
- What are the major ethical issues which face home economics professionals?

These questions should be given serious attention by all CHEA members in order to ensure the development of a sound and relevant code of ethics for the association.

How might members best approach this task?

- Review one's own day-to-day professional practice and attempt to identify problems and situations where it is not clear what is the right or wrong course of action and where some guidance is needed to make this decision.
- Maintain a list of these problems and situations and discuss them with others (who are, ideally, also maintaining such lists). Such discussion may help to determine whether or not the situation is one with ethical implications and provide some basis for

beginning to identify the most common problem areas. This discussion could occur formally, as part of a program of work for a local or provincial group, or informally among a group of interested friends and colleagues. It would be beneficial if some discussions were held with those employed in like positions (i.e., all extension workers) while other discussions included a mixture of employment settings (i.e., teachers, extension workers, community service workers, home economists in business).

- Reflect on the nature of home economics practice and attempt to identify some of the core values of the field. This might begin as an individual task, but it would be essential to explore these ideas further through group discussions. Since little attention has been given to this in home economics, many of our core values have not yet been articulated at the professional level. Discussions concerning the values of the field may identify major areas of consensus but will also likely identify areas of difference and disagreement. It is as important to find the areas of disagreement as it is those of consensus; otherwise the profession cannot begin the kind of examination it may need to resolve some of the differences.

- Both individuals and groups should give some consideration to the question of the purpose or purposes of a code of ethics for CHEA. Clearly those who will be expected to abide by the code should have some say in its purposes.

- Once questions of purpose, values, and problem areas have been considered, the proposed code of ethics should be examined to see if it appears to serve the purpose, reflect the values, and address the problem areas in home economics. It may also be useful to generate some hypothetical situations to see how well the code deals with these.

- Finally, the proposed code should be reviewed to see how well it stands up to the criteria discussed earlier. If there are shortcomings, some suggestions might be made for modification.

This task may appear somewhat overwhelming, and there is no question that it is a complex task. Nevertheless, serious efforts and the insights of all are required if we are to move collectively forward in this area. It

would not be reasonable to expect that individuals or small groups would come up with a fully developed and systematic code of ethics, but it is clear that individual professionals are in a strategic position to recognize the key issues arising in their practice and the kinds of needs they have for ethical guidance. It may be necessary to turn to others such as philosophers for assistance in clarifying some of the concepts of ethics, but it is the members of the profession who are in the best position to know which concepts are most relevant for their work. Your insights, your reflection, and your thoughtful participation are necessary in order that CHEA develop a sound and relevant code of ethics for the association. □

### References

- Arcus, M.E. (1983). *Report of the task force on ethics in home economics*. Ottawa: Canadian Home Economics Association.
- Arthur, J. (1981). *Morality and Moral Controversies*. Englewood Cliffs, NJ: Prentice-Hall.
- Beauchamp, T.L., & McCullough, L.B. (1984). *Medical ethics: The moral responsibilities of physicians*. Englewood Cliffs, NJ: Prentice-Hall.
- Carroll, M.A., & Humphrey, R.H. (1979). *Moral problems in nursing: Case studies*. Washington, DC: University Press of America.
- Chalk, R., Frankel, M.S., & Chafer, S.B. (Eds.). (1980). *AAAS Professional Ethics Project: Professional ethics activities in the scientific and engineering societies*. Washington, DC: American Association for the Advancement of Science.
- Fenner, K.M. (1980). *Ethics and law in nursing: Professional perspectives*. New York: D. Van Nostrand.
- Ladd, J. (1980). The quest for a code of professional ethics: An intellectual and moral confusion. In R. Chalk, M.S. Frankel, & S.B. Chafer (Eds.). *AAAS Professional Ethics Project: Professional ethics activities in the scientific and engineering societies* (pp. 154-159). Washington, DC: American Association for the Advancement of Science.
- Levy, C.S. (1976). *Social work ethics*. New York: Human Sciences Press.
- Levy, C.S. (1978, July). In search of a professional code of ethics. *NASW News*, 23 (7), 6-7.
- Proposed code of ethics. (1985). Minutes of 1985 Annual Meeting July 2, 1985. (p.5). Ottawa: Canadian Home Economics Association.
- Reamer, F.G. (1982). *Ethical dilemmas in social service*. New York: Columbia University Press.
- Starr, Hon. M., & Sharp, Hon. M. (1984). *Ethical conduct in the public sector: Report of the task force on conflict of interest*. Ottawa: Ministry of Supply and Services Canada.
- Struhl, K.J., & Struhl, P.R. (1975). *Ethics in perspective: A reader*. New York: Random House.

## Equal Pay

(Continued from page 65)

that this technique measures job content, not performance of the individual on the job. Data are collected from a predetermined number of employees, matched with the appropriate grade, and then given a point value. The total provides a rating for the job worth. The Aiken Plan is designed to evaluate jobs at every level of an organization, from file clerk to top management. Therefore, there tends to be compression in the middle, directly affecting the ratings of non-management professionals.

**Calculating compensation.** The *Canadian Human Rights Act* defines "salary" as being the monetary value of all benefits, including annual leave, sick leave, and maternity leave (which, in effect, seems discriminatory). Therefore, the bottom line is how many days have employees spent at work and how much have they been paid for it. This is called "total compensation." A settlement could be adjusted upwards or downwards depending on the difference in provision of benefits by both the complainant group and the comparison group(s). Complex sets of equations are used for all calculations.

### Home Economists and Equal Compensation

The whole process of obtaining equal compensation can be very lengthy. For example, the six-year-old complaint of home economists working in the federal public service is a case in point. More recently, the principle of equality has been established for all Canadian women in their dealings with federal and provincial governments. On April 17, 1985, Section 15 of the *Charter of Rights and Freedoms* became law. For Canadian women, it means governments will not be able to discriminate against them on the basis of sex. It also means that Canadian women will now be able to take the government to court to challenge discriminatory legislation or practices (McTeer, 1985).

For home economists, equality goes beyond equal pay. It is directly linked to our search for a better definition of our work. It is related to name changes in schools and universities and to position titles. It has to do with the image of our profession and attitudes of others towards it. The assumption is that

others do not value our work highly enough. Then, we must ask ourselves by whom and why. Total equality is not given to you but starts from within you. Home economists must understand the value of their work and must promote that value and, if necessary, look for ways to make it more valuable. The nature of the home economics profession makes it very diverse and therefore, filled with opportunities. Each of us has to assess the value of our work in light of factors used in evaluating work content: How complex is our work? How much policy formulation does it require? How do we contribute to the organization's objectives? Can we do it better? Can we broaden the scope of our work through important outside contacts? We must explore ways to interact with male-dominated professions in a constructive and visible manner. Would graduate work in business administration, communications or public relations help us identify opportunities?

These are many questions, the answers to which lie within each and everyone of us.

**Addendum.** On September 17, 1985 the Canadian Human Rights Commission recognized the existence of discriminatory pay practices by the Government of Canada towards home economists employed in the federal public service. Because of changes in procedures the settlement is an interim one. It will be reviewed during a public service wide study as announced by the federal government in February 1985. About 80 Canadian home economists are involved in the settlement that is retroactive to 1978, the year that marks the enactment of the *Canadian Human Rights Act*. Forty home economists currently employed in the federal public service will see their salary increase by about \$3200 annually. This is a lot less than what was required to obtain parity with the male-dominated comparison group. It is, nonetheless, a step forward in the recognition of the value of the work performed by home economists in Canada. □

### References

- DeForrest, S. (1984). How can comparable worth be achieved. *Personnel*, 61(5), 4-10.
- Fairweather, R.G.L. *Equal pay for work of equal value: the federal experience* (Notes for an address to the Canadian Compensation Association. Don Mills, Ontario, May 2, 1985).
- McTeer, M. (1985, April). New law for women's equality. *Chatelaine*, p. 36.

# PREVENTION

## *not a trivial pursuit*

Denise Koss

### Abstract

This article presents a rationale for involvement of home economists in the promotion and implementation of prevention. Prevention is defined as anticipatory action to stop or reduce the possibility of an undesirable event from happening. Home economists can use their systems approach and multidisciplinary orientation to tackle all facets of the prevention process. Personal, professional, and institutional barriers exist but the skills and credibility of home economists in the community can do much to change the focus from treatment to prevention.

### Résumé

Cet article présente un argument en faveur de la participation des économistes familiales dans le développement et l'exécution des stratégies préventives. On définit la prévention comme une mesure prise à l'avance pour empêcher qu'un événement indésirable n'arrive ou pour réduire la possibilité qu'il n'arrive. Les économistes familiales peuvent utiliser leur méthodologie des systèmes et leur perspective multidisciplinaire pour aborder toutes les étapes du processus préventif. Il existe des obstacles personnels, professionnels et institutionnels, mais les compétences et la crédibilité des économistes familiales dans la communauté peuvent aider beaucoup à changer la direction des stratégies en mettant l'accent sur la prévention plutôt que le traitement.

Denise Koss graduated with a BHEc, an MSc, and an Education Certificate from the University of Manitoba. In her present position as Prevention Program Consultant for the Alcoholism Foundation of Manitoba, she is responsible for the development and evaluation of prevention programs.

There is a film (Bettcher, Serafini, & McNamara, 1979) which tells the story of a village at the base of a mountain. This village has a problem — *The Mountain*. People climb the mountain and they fall and injure themselves. The number of injuries are so great that the town council decides that something must be done: A fence is built around the mountain. The fence arouses resentment in some of the villagers and offers an irresistible challenge to those who are determined to climb their mountain. Soon there are just as many people climbing the mountain and just as many falling off.

The town council builds modern hospitals all the way up the mountain-side. The climbers receive good medical care but the number of people with injuries continues to rise. The next solution is mountain education. Prominent villagers go into the schools and lecture the students on the evils of mountain-climbing. Even the most naive student is not convinced.

The councillors throw up their hands in despair until someone thought, "People climb the mountain because they haven't anything else to do. We can prevent injuries by providing other activities for those who do not want to climb and education on the safest way to climb for those who do". Many people agreed and the village worked together to initiate new activities and offer safety education. In a few months, the number of climbing injuries was reduced. People were busy with new activities and the villagers no longer

saw the mountain as a problem.

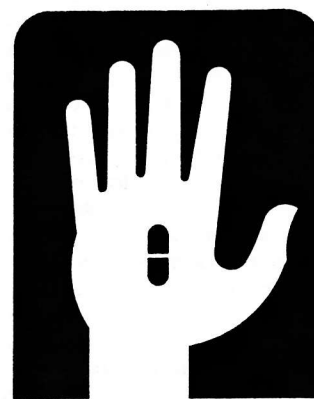
In the story, the villagers found that the traditional solutions of controlling and treating the problems related to the mountain did not work. A new strategy with new values was needed. This strategy was prevention.

In real life, practitioners in health, environment, and social sciences are faced with increased demand for services, spiralling costs, and limited resources. They are realizing that treatment services are reaching a level of diminishing returns and advances in curative research has slowed (Catford & Nutbeam, 1983). They too, are turning to prevention as a means of reducing problems (Bloom, 1981; Boswell, 1984; Lalonde, 1974; Surgeon General's Report, 1979).

This article presents a rationale for involvement of home economists in the promotion and implementation of prevention. Prevention is defined and the barriers to change from the conventional "pound of cure" to "ounce of prevention" are discussed.

### Prevention Defined

Prevention is a well-understood but vague and remote concept. Literature searches by Bloom (1981) and Torjman (1982) reveal a number of working definitions in a diversity of fields: sociology, psychology, environment, mental and public health. Torjman (1982) found that there were only a few definitions that were widely quoted in diverse contexts. These included:





•The public health or medical model of prevention which has three distinct levels as defined by Leavell and Clark (1965) —

Primary prevention refers to actions taken prior to the onset of disease to intercept its causation or to modify its course before man is involved. Secondary prevention is early diagnosis and treatment. Tertiary prevention refers to rehabilitative efforts to reduce the effects of illness. (p. 20)

•Caplan's (1964) definitions used in the field of mental health — "Primary prevention refers to the steps taken to prevent the occurrence of a disease" (p.26). "Secondary prevention is the early treatment of disease once it has occurred" (p.89). "Tertiary prevention is the attempt to minimize the long-term effects of disease" (p.113).

•The Goldston (1977) definition of primary prevention —

Primary prevention encompasses activities directed toward specifically identified vulnerable high risk groups within the community who have not been labelled psychiatrically ill and for whom measures can be undertaken to avoid the onset of emotional disturbance and/or to enhance their level of positive mental health. Programs for the promotion of mental health are primarily educational rather than clinical in conception and operation, their ultimate goal being to increase people's capacities for dealing with crisis and for taking steps to improve their own lives. (p.20)

When the similarities of these definitions are examined, prevention can be simply defined as anticipatory action to stop or reduce the possibility of an undesirable event from happening. Prevention activities most often consist of information, coping or life skills education, alternatives, inoculation, and screening of high-risk populations. A preventive strategy can be divided into five steps (Bloom, 1981):

- awareness and identification of a preventable problem;
- gaining access to the population at risk or their representatives;
- gaining co-operation and building a trusting relationship between the preventer and the relevant parties;
- selecting a specific course of action; and
- evaluating the process and the outcomes.

### Prevention and the Home Economist

Home economists can, and should be in the forefront of the movement towards prevention. At the Lake Placid Conferences (1902) home economics was defined as the study

... of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study specially of the relation between those two factors. (p.70)

This definition set the scene for two important elements in implementing a successful prevention strategy — the systems approach and multidisciplinary aspect of the field.

Home economists are able to translate their multidisciplinary background into occupations at all levels of government, private business, and social service agencies. Through their links with professional organizations and their common interests in the family and its various forms, home economists are in a position to collaborate and form partnerships to attack preventable problems from various directions.

Home economists are close to the populations at risk. They understand the necessity of establishing trust with this population and they are trained to respect the values and goals of others. In many communities home economists have established their credibility in the lifestyle issues that are the major thrust for prevention efforts. Home economists support and encourage consumer participation in these lifestyle decisions.

Education is a major activity of any prevention process. Home economists are seen as educators and resource people with an array of skills. Their services are not restricted to an age group, an income level, or a specific

location, but are available to all. This availability reduces any stigma that may be associated with the utilization of social services.

Most importantly, the emphasis of home economics is on helping people adjust to change and shape the future. Training provides the knowledge and understanding of what is necessary for quality of life and the vehicle is the family, a prime educational force in determining lifestyle. This knowledge base and the focus on *the desirable* is crucial to the successful evaluation of any prevention program.

The multidisciplinary systems approach where responsibility for quality of life is invested in a partnership of professionals with consumer participation is recommended by the World Health Assembly (1974) as the method to provide individual and societal well-being. Home economists have the training, the skills, the credibility, the network, and the sensitivity to make the method work. What is holding them back?

### Barriers to Prevention

Prevention works. The Salk vaccine has all but conquered poliomyelitis. Arthur and Margaret Wynn (1978) state that a home economics teacher who teaches one student enough about nutrition in pregnancy to prevent one premature birth that could result in one severely handicapped child will more than pay for the teacher's entire lifetime salary. It is estimated that in 1980 in the United States, smoking-related diseases cost \$5 to \$7 billion for health care and \$12 to \$18 billion in lost productivity, absenteeism, and accidents. Assuming that half the costs are preventable, it is a significant saving (Goldstein, 1985).

---

---

*Home economists are in a position . . . to attack preventable problems from various directions.*

---

---

Yet even the dollar figures have not lessened the gap between treatment and prevention thrusts. Bloom (1981), Goldstein (1985), Grant (1979), and Phillips (1983), suggest that there are several barriers to overcome. These barriers can be divided into three categories.

**Personal.** Despite the statistics on teenage pregnancy, divorce, and frequency of automobile accidents, teens remain ignorant about or refuse to use contraception, marriage partners ignore each other, and motorists do not fasten their seatbelts. These people have a sense of invulnerability. They believe that "It can't happen to me." These same people ignore warning signs of difficulties. A small cold does not provide the same impetus for people to seek help as a bout of pneumonia. A heart transplant has a more dramatic effect and a more immediate impact than controlling your diet to prevent heart disease.

**Professional.** Helping professionals are highly trained in intervention techniques and crisis management. They are comfortable with these methods and derive satisfaction from helping someone with an immediate problem. The prevention process may be unfamiliar and preventers often receive only indirect gratification for their efforts.

As prevention is anticipatory action, the preventable problem is invisible. This makes it difficult for professionals to identify the targets of their efforts and to research the cause of the problem. Research is often done retrospectively on people manifesting the problem. The results of this research may be inconclusive and outdated.

Evaluation of prevention is difficult and often ineffective. The prevention measure may only last a short time or have been directed at such a tiny facet of a person's life that it is unreasonable to expect any large or long-lasting change. Changes are usually evaluated over a long period of time using matched control groups. This approach is expensive and the people tend to lose interest or change priorities. These evaluations may not be set up to measure unexpected beneficial effects of the preventive measure.

The most difficult issues for the professional are the ethical considerations surrounding prevention. The

target population for prevention is a population that functions in an adequate manner. Is it an invasion of privacy or personal choice to mandate preventative measures such as seat belt legislation? Health care professionals are also faced with the question who decides what is "healthy" or "responsible" behavior.

**Institutional.** Most institutions are established to deal with here and now problems. They lack the mandate to provide prevention programs, and funding arrangements often favor treatment. The complexity of the prevention process makes it difficult for specific institutions to take into account the total system in which the population lives. These walls become even more difficult to cross when the effectiveness of prevention cannot be proven.

---

## *Is it an invasion of privacy to mandate preventative measures?*

---

### **A Goal for Home Economists**

Personal, professional, and institutional barriers are real but only the pessimists truly believe that they cannot be overcome. Home economists do not own the key which opens the door to the prevention movement. Their training in the systems approach, their multidisciplinary orientation, and their focus on helping people reach their full potential gives home economists an edge on other helping professionals trained within one discipline in interventive-rehabilitative methods. Home economists have the credibility and the access to promote the values of prevention in a population that is recognizing that substantial gains in health and well-being will not be made by providing more and better treatment services. The alternative is prevention and helping people make responsible, informed choices about lifestyle is the way to diminish the mountains in our society. Prevention is not a trivial pursuit and is a goal all home economists can strive to achieve. □

### **References**

- Bettcher, S.E., Serafini, C.R. (Producers), & McNamara, M. (Director). (1979). *The Mountain* [Film]. Los Angeles: FMS Productions.
- Bloom, M. (1981). *Primary prevention the possible science*. Englewood Cliffs, NJ: Prentice-Hall.
- Boswell, B.N. (1984). Prevention — A science whose time has come. *Grassroots*, 4, 15-16.
- Caplan, G. (1964). *Principles of preventive psychiatry*. New York: Basic Books.
- Catford, J.C., & Nutbeam, D. (1983). Promoting health, preventing disease: What should the NHS be doing now? *Health Education Journal*, 42(1), 7-12.
- Goldstein, G.S. (1985). Institutional barriers to alcohol and drug abuse prevention. *The International Journal of the Addictions*, 20(1), 217-231.
- Goldston, S.E. (1977). Defining primary prevention. In C.W. Albee & J.M. Joffe (Eds.), *Primary prevention of psychopathology*, Vol. 1. (pp.18-23). Hanover: University Press of New England.
- Grant, N.R. (1979). *The state of the art: A background paper on prevention*. Toronto: Ministry of Community and Social Services, Children's Services Division.
- Lake Placid Conferences on Home Economics. (1902). *Proceedings of the fourth annual conference*. Washington, D.C.: American Home Economics Association.
- Lalonde, M. (1974). *A new perspective on the health of Canadians*. Ottawa: National Health and Welfare.
- Leavell, H.R., & Clark, E.G. (1965). *Preventive medicine for the doctor in his community* (3rd ed.). New York: McGraw-Hill.
- Phillips, L.A. (1983). Prevention now! We can't afford to wait. *The Bottom Line on Alcohol in Society*, 5(3), 9-18.
- Surgeon General's Report on Health Promotion and Disease Prevention. (1979). *Healthy people*. Washington, D.C.: U.S. Department of Health, Education, and Welfare.
- Torjman, S.R. (1982). *Prevention. A paper on definitions and a review of the issues*. Unpublished manuscript.
- World Health Assembly. (1974). *Promoting health in the human environment*. Geneva: World Health Organization.
- Wynn, A., & Wynn, M. (1978, October 13). *Characteristics of cost effective maternal and child health care*. Address presented at Canadian Association for Young Children Conference, Winnipeg, MB.





# L'importance de l'économie familiale

dans la formation générale des jeunes du secondaire du Québec

Cécile Veilleux-Fleury

## Résumé

Les jeunes réclament que l'école leur assure une meilleure préparation à la vie. Ils sont unanimes à demander que soient abolis les stéréotypes ayant trait au partage des tâches au sein de la famille. Concrètement, cela implique que l'éducation adopte comme valeur de base l'égalité des sexes pour tous les aspects de la formation générale. Le concept intégrateur des quatre modules du programme d'économie familiale : le processus de gestion des besoins et des ressources de l'adolescent, nécessite, par son application à des situations de la vie quotidienne, l'apprentissage de la prise de décision et conduit nécessairement l'élève à une plus grande autonomie. Le contenu du cours d'économie familiale qui intègre les trois niveaux de la connaissance : le savoir, le savoir-être et le savoir-faire, s'inscrit dans la recherche d'un équilibre entre la formation humaniste et la formation scientifique.

## Abstract

Students claim that schooling assures a better preparation for life. They are unanimous in demanding an end to present stereotypes associated with sharing of housework. Most certainly, this implies that education adopt equality between sexes as a basic value for all aspects of general training. The integrating concept throughout the four components of the home economics program — the management of the needs and resources of the adolescent — necessitates, through its application to everyday situations, practice in decision making and thereby, results in greater autonomy for the student. The home economics course content which integrates the three levels of learning — knowledge, aspiration, and ability, is part of the search for a balance between the humanities and the sciences.

Cécile Veilleux-Fleury, professeure d'économie familiale à la Régionale de la Chaudière (Bauce) et responsable des relations publiques à l'Association d'économie familiale du Québec; baccalauréat en éducation de l'université de Sherbrooke.

Lors du Sommet québécois de la jeunesse tenu à Québec au mois d'août 1983, le thème "Famille, jeune et autonome" a permis de dégager des recommandations suscitant beaucoup d'intérêt. Entre autres recommandations, retenons celles ayant trait au stéréotype travail-tâches. La position des jeunes est particulièrement unanime à ce sujet. Ils réclament que la société de demain soit libérée des stéréotypes, en proposant un partage égal des tâches. Pour ce faire, les jeunes prônent une éducation familiale qui nivelle les tâches et les fonctions: "Que les hommes fassent l'apprentissage des tâches tels les soins apportés aux enfants, l'éducation, la couture, le tricot, la cuisine. Que les femmes aillent chercher des connaissances en ce qui concerne les tâches généralement réservées aux hommes: électricité, plomberie, mécanique, menuiserie" (Gouvernement du Québec, 1983b, p.146).

En somme, les jeunes recherchent un dépassement de l'ancienne mentalité qui campait l'homme et la femme dans des rôles bien distincts. Par leurs préoccupations, ils rejoignent ainsi d'autres organismes qui ont, dans le passé, recommandé des orientations allant dans le même sens. Déjà en 1964, le Rapport de la Commission royale d'enquête sur l'enseignement dans la province de Québec (1966) proposait une initiation aux techniques pour tous (p.73); en 1978, dans sa volumineuse étude intitulée *Pour les Québécois : égalité et indépendance*, le Conseil du statut de la femme (1978) souligne qu'il faut remettre en question les rôles traditionnels dévoluent à l'homme et à la femme, et déplore que "l'école handicape les jeunes des connaissances nécessaires pour répondre de façon autonome à leurs besoins quotidiens d'alimentation, d'habillement ou d'utilisation d'appareils ménagers" (p.47).

Aujourd'hui, le Conseil des affaires sociales et de la famille se réjouit de la décision du ministre de l'Éducation

d'avoir mis en oeuvre les recommandations faites par le Conseil du statut de la femme (1978), notamment celle qui permet aux garçons, tout comme aux filles, de s'initier à la tenue de maison et aux autres tâches familiales (p.48). Dans sa publication intitulée *La famille, demain* le Conseil des affaires sociales et de la famille (1982), par une série de remarques et d'observations, développait également l'idée d'un nécessaire partage des rôles au sein de la famille.

Nous le savons, la famille se caractérise, aujourd'hui, par le travail à l'extérieur des deux conjoints. De ce fait, la femme a moins de temps à consacrer aux enfants et au ménage. D'où la nécessité du partage des tâches au sein de la famille. Il est évident que cette perception nouvelle des rôles viendra heurter, pour un temps encore, certaines mentalités. C'est pourquoi les jeunes mettent en lumière l'importance d'une éducation ayant comme valeur de base cette notion de l'égalité des sexes et dans le cadre des responsabilités familiales.

## Le cours d'économie familiale et les besoins des jeunes

Mais en quoi le cours d'économie familiale donné aux élèves de 2e secondaire contribue-t-il à les responsabiliser davantage? En quoi ce cours les prépare-t-il à être les citoyens responsables de la société de demain? Pour répondre à ces questions, il faut d'abord connaître leurs aspirations, et voir ensuite si ces aspirations peuvent être satisfaites par les objectifs et le contenu du cours d'économie familiale.

Dans une série d'articles ayant pour titre "Les valeurs des jeunes" (Villemaire et al., 1984) publiés dans *L'Actualité* de mai 1984, on peut lire les observations suivantes: "les jeunes ont horreur de la gratuité, ils veulent tout rentabiliser; pourquoi tel travail, demandent-ils, en quoi cela nous sera-t-il utile? Les jeunes ont besoin de se faire expliquer la vie; le projet des projets: une famille" (p.41 et 44).



Le cours d'économie familiale peut-il répondre, d'une part, aux nombreux changements survenus au sein de la famille d'aujourd'hui, changements qui remettent en question les rôles traditionnels et, d'autre part, peut-il répondre aux aspirations des jeunes des années 1980 telles que formulées au Sommet québécois de la jeunesse et que l'on retrouve dans cet article de *L'Actualité*? Nous croyons que les objectifs et le contenu du cours répondent dans l'affirmative à ces deux questions.

Le programme d'économie familiale vise particulièrement les objectifs suivants: amener l'élève à prendre conscience de ses besoins et de ses ressources, favoriser l'apprentissage d'un mode de gestion efficace, développer de saines habitudes de consommation et de production, et enfin faciliter l'acquisition et le développement d'attitudes rationnelles. Pour atteindre ces objectifs, le programme accorde une grande importance à des valeurs tels l'autonomie et le sens des responsabilités. Et déjà, ces objectifs ont porté des fruits, si l'on en croit le témoignage de Jacques Godbout dans l'article de *L'Actualité* précité: "Ils budgètent, calculent, achètent, échangent, et le font bien" (Villemaire et al., 1984, p.41).

Pour ce qui est du contenu du Programme d'études en économie familiale (Direction générale, 1981), il comporte quatre volets principaux.

Par l'étude du thème "Economie et vie familiale", l'élève est amené à identifier ses besoins psychologiques et physiologiques, à identifier ses ressources personnelles et familiales. Il prend ainsi conscience des responsabilités qu'il aura à assumer dans son groupe familial et son milieu immédiat. Il pourra établir une planification budgétaire éclairée dans l'achat d'un bien ou d'un service, planification qu'il prendra l'habitude de faire aussi sur le plan du vécu quotidien: temps, travail, loisirs.

Par l'étude du thème "Economie familiale et planification alimentaire", l'élève est en mesure d'identifier ses besoins nutritionnels et la valeur nutritive des aliments consommés. Ce thème lui permettra de composer des menus quotidiens équilibrés et de préparer des mets simples et nutritifs.

L'étude du thème "Economie familiale et habillement", permettra à l'élève d'identifier les qualités recherchées

dans certains types de vêtements, de décrire les propriétés des tissus et d'interpréter correctement les étiquettes de composition et d'entretien des vêtements. Ce thème permettra d'appliquer une stratégie rationnelle dans l'achat de vêtements et même d'exécuter des techniques de base utilisées dans la réparation ou la confection d'un article vestimentaire.

Enfin, par le thème "Economie familiale et logement", l'élève pourra décrire ses besoins et identifier ses ressources en matière du logement. Cette démarche le rendra capable d'organiser de façon rationnelle et esthétique un espace personnel, d'estimer le coût de cet aménagement et de décrire ses responsabilités dans l'entretien d'un logement.

D'un thème à l'autre, l'élève doit faire la même démarche intellectuelle: l'identification de ses besoins, de ses ressources et la satisfaction de ses besoins. De sorte que nous pourrions résumer cette démarche de la façon suivante: apprentissage du processus de gestion et autonomie. Ainsi, le cours d'économie familiale satisfait cette recommandation faite par les jeunes au Sommet du mois d'août 1983: "L'éducation scolaire et familiale doit favoriser la prise de décision et l'autonomie personnelle chez le/la jeune" (Gouvernement du Québec, 1983b, p.127). Il rencontre également cet objectif global formulé ainsi dans *L'Ecole québécoise*: "Assurer le développement d'une personne qui aspire à l'autonomie, à la liberté et au bonheur, qui a besoin d'aimer et d'être aimée, qui est ouverte à la transcendance" (Ministère de l'Éducation, 1979, p.26).

Le contenu et les objectifs du programme d'économie familiale correspondent, on le voit bien, aux besoins exprimés par la jeunesse québécoise au Sommet du mois d'août 1983. Ce sont les mêmes jeunes qui proclament que "La famille c'est communiquer ensemble et prendre ses responsabilités vis-à-vis chacun. [...] qu'il faut] impliquer et responsabiliser les gens dans leur famille [...] et enfin que] La famille doit rester le noyau de la société dans le coeur de la nouvelle génération" (Gouvernement du Québec, 1983b, p.127).

#### **Des consommateurs qui ne se nourrissent pas tous bien**

A leur manière, deux études font ressortir, pour certains éléments du programme d'économie familiale, la

pertinence du contenu et des objectifs de ce cours. Dans le compte-rendu que Plamondon (1979) fait de l'une de ces études publiée dans la revue *Protégez-vous*, en mars 1979 (p.5), nous apprenons qu'au Québec les 10-20 ans contrôlent ou influencent un peu plus de 20 milliards de dollars en produits achetés. Globalement, leur revenu s'élève à environ 500 millions de dollars par année. De ces 20 milliards, les parents dépensent, pour les jeunes, 5 milliards pour l'achat de vêtements, ameublement et équipement de sport. Enfin, les adolescents et adolescentes ont une influence certaine sur l'achat des produits suivants: nourriture, produits de toilette, certains produits durables tels radios, stéréos, télévisions, autos; l'ensemble de ces produits représente un marché d'environ 15 milliards annuellement.

Cependant, l'étude révèle un point marquant: les habitudes de consommation de la jeunesse ont d'autant plus d'importance que de nombreuses recherches ont démontré que les préférences tendent à se perpétuer durant plusieurs années (Plamondon, 1979). D'où, on le voit, la nécessité de bien former cette jeunesse à devenir très tôt des consommateurs avertis, et ce, à l'école.

La deuxième étude soulignant l'importance d'une formation adéquate allant dans le sens des objectifs et du contenu du programme d'économie familiale, apparaît dans la revue *Le médecin du Québec* d'avril 1984. Sous le titre "L'Adolescence", cette étude aborde une série de sujets portant sur la santé, la sexualité, les besoins nutritionnels, les maladies chroniques. Le chapitre consacré aux besoins nutritionnels (Ledoux, 1984) est particulièrement éloquent:

Au point de vue nutritionnel, l'adolescence est, pour deux raisons principales, une période critique. Tout d'abord, la croissance et le développement physique accélérés qui se produisent à la puberté entraînent une augmentation des besoins nutritifs. En second lieu, les conditions variées qui peuvent interférer avec l'absorption et l'utilisation des nutriments ou qui en augmentent les besoins généraux (activités sportives, usage d'alcool, de drogue ou de médicaments, grossesse, etc.) deviennent plus nombreuses. (p.43)

Cette étude sur les besoins nutritionnels cite les résultats d'une enquête menée aux Etats-Unis et on y apprend que les adolescents, filles et garçons, âgés de 10 à 16 ans représentent le

groupe qui manifeste le plus un état nutritionnel insatisfaisant. Ce résultat, écrit Ledoux (1984), est la conséquence de comportements alimentaires spécifiques adoptés à l'adolescence, tel que le fait de sauter les repas ou de suivre pour des périodes plus ou moins longues des régimes amaigrissants déséquilibrés : "Ce choix alimentaire est influencé par le milieu social et le statut socio-économique, plutôt que par des raisons de santé" (p.45).

### L'économie familiale et la grille-matière du cours secondaire

Il apparaît donc évident ici, que la famille seule ne peut contrer les influences diverses venant du milieu social. Les pressions socio-culturelles font souvent adopter par les adolescents, et les adolescentes surtout, des régimes alimentaires qui risquent de compromettre leur santé de façon irréversible pour se conformer à des images stéréotypées mettant l'accent sur la minceur de la silhouette.

Si nous considérons ce que les jeunes demandent comme formation et comme orientation à donner à la société de demain, si nous considérons le poids que les jeunes ont à titre de consommateurs, enfin si nous considérons la variété des choix à faire à l'âge qu'ils ont, nous ne pouvons que conclure au rôle important du programme d'économie familiale dans le curriculum des élèves du secondaire.

Présentement, ce programme est obligatoire en 2<sup>e</sup> année du secondaire pour les garçons et les filles. Au total, et en tenant compte de son importance, cent heures sont consacrées à l'étude de l'économie familiale pour toute la durée du cours secondaire, soit sur un total d'environ cinq milles heures de formation. Ce n'est sûrement pas trop, si l'on considère les besoins très grands auxquels ce programme doit répondre.

On est souvent porté de nos jours à opposer SCIENCE et FORMATION HUMAINE, à voir dans le monde de demain une espèce de halo scientifique placé au-dessus de nos milieux de vie. Pourtant, comme le démontre Toffler (1980) dans *La troisième vague*, c'est dans la mesure où le monde de demain sera imprégné de science et de technologie qu'il sera important de savoir s'organiser des milieux de vie agréables et humains. La révolution technologique, croît le futurologue américain, fera du domicile le lieu normal de travail d'une forte proportion d'hommes comme de femmes. La

conclusion s'impose d'elle-même : ce milieu de travail devra être aussi un milieu de vie où chacun prendra la juste part de ses responsabilités.

C'est ainsi que dans le film tiré du livre de Toffler, nous voyons une séquence de la vie familiale de demain : la femme travaille sur un ordinateur alors que l'homme accompagné d'un jeune enfant, prépare le repas. Donc, loin de trouver une dualité entre science et formation humaine, comme certains le prétendent, on peut y voir une nécessaire complémentarité.

D'autre part, certaines personnes ne connaissant pas suffisamment le programme d'économie familiale, avancent l'idée que d'autres matières peuvent prendre en charge ses objectifs et son contenu. Une lecture attentive du programme leur ferait comprendre la démarche spécifique déjà citée qui part des connaissances à acquérir (savoir), des attitudes à prendre (savoir-être), et des habiletés à développer (savoir-faire). L'élève est ainsi amené graduellement à un apprentissage de la gestion à partir de l'identification de ses besoins et de ses ressources, à une plus grande autonomie par la réponse à ses besoins. Il s'agit donc d'un apprentissage intégré ne pouvant être pris en charge par aucune autre matière.

### L'économie familiale dans le monde et au Québec

Enfin, de par le monde, le cours d'économie familiale, de par son importance, fait l'unanimité générale. Dans la revue de la Fédération internationale pour l'économie familiale, le professeur Roushdy (1977) de l'université d'Helwan, Egypte, écrit que "L'éducation du consommateur est l'une des nécessités des pays industrialisés et des pays en voie de développement, car elle représente l'un des facteurs les plus importants de l'économie du pays" (p.27). Il termine son texte en faisant le souhait suivant : "Que Dieu nous aide à offrir à nos pays nos efforts et nos services par l'intermédiaire de cette science, de manière à les aider à progresser, du bien au mieux, dans la voie de la dignité et de la victoire" (p.29).

Qu'ajouter de plus à ces propos, si ce ne sont que ces témoignages qui se dégagent des chantiers de réflexion tenus le 23 septembre et le 7 octobre 1983 sous le thème *Le Québec : un second souffle*. Dans l'atelier An 2000, les participants ont considéré la crise des

valeurs plus déterminante pour l'avenir du Québec que le besoin de rattrapage technologique : "Actuellement en crise, les valeurs de responsabilisation, d'excellence, de créativité, d'innovation, de partage, de solidarité et d'entraide doivent recevoir, à brève échéance, un profond ressourcement si nous voulons sortir victorieux de la crise actuelle" (p.8).

Et comme orientations culturelles pour atteindre cet objectif, les quatre-vingts intellectuels québécois qui participaient à ces ateliers ont proposé entre autres, celle-ci : "Assurer à notre société des individus capables d'adaptation, d'autonomie, de souplesse, de polyvalence : à cette fin, éviter la spécialisation excessive des jeunes, assurer une solide formation générale de base à tous" (p.23). Par ces recommandations, nous croyons qu'une large place doit être faite au cours d'économie familiale, en raison de son contenu, de sa démarche pédagogique et de ses objectifs de formation globale. □

### Références

- Conseil des affaires sociales et de la famille. (1982). *La famille, demain*. Québec : gouvernement du Québec, ministère des Affaires sociales.
- Conseil du statut de la femme. (1978). *Pour les Québécoises : égalité et indépendance*. Québec : Éditeur officiel du Québec.
- Direction générale du développement pédagogique. (1981). *Programme d'études. Économie familiale. 2e année du secondaire*. Québec : Gouvernement du Québec, ministère de l'Éducation.
- Gouvernement du Québec. (1983a). *Le Québec : un second souffle*. Synthèse des chantiers de réflexion organisés par Camille Laurin, président du Comité de développement culturel et ministre de l'Éducation, et tenus les 23 septembre et 7 octobre 1983. Document de travail.
- Gouvernement du Québec. (1983b). *Sommet québécois de la jeunesse*. Synthèse des recommandations. Document de travail.
- Ledoux, M. (1984). L'adolescence. Les besoins nutritionnels. *Le médecin du Québec*, 19(4), 43-50.
- Ministère de l'Éducation. (1979). *L'École québécoise. Énoncé de politique et plan d'action*. Québec : Gouvernement du Québec.
- Plamondon, M. (1979). *Les jeunes consommateurs d'aujourd'hui : tout est sous contrôle. Protégez-vous*, 7(3), 4-7.
- Rapport de la Commission royale d'enquête sur l'enseignement dans la province de Québec. (1966). Tome 2 : *Les structures pédagogiques du système scolaire*. Québec : Gouvernement du Québec.
- Roushdy, E.E.S. (1977). L'éducation du consommateur en matière d'alimentation et de nutrition. *L'économie familiale*, 49(1), 27-29.
- Toffler, A. (1980). *La troisième vague*. Traduit par Michel Deutch. Paris : Denoël/Gonthier.
- Villemaire, Y., Soucy, J.-Y., Beauchemin, Y., Brisson, M., Poupart, J.-M., Major, A., & Godbout, J. (1984). Les valeurs des jeunes. *L'Actualité*, 9(5), 39-46.

# Graduate Study in Home Economics Education

## in Canada

Beverly Sturton Mitchell

To gain a perspective on graduate offerings in home economics education, 20 institutions across Canada were contacted via questionnaires and follow-up telephone calls to faculty regarding programs. The following institutions indicated that they have programs in home economics education.

**Mount Saint Vincent University** offers an MA in home economics education. Residency (being a full-time student on campus for a specified period) is not required. Some of the faculty research interests include: self-concept and its relation to clothing in elderly females; resource management and family decision making; exploration of relationships among home economics educators' learning styles, learning characteristics, and planning preferences for systems of action; native education in Canada — identifying needs and directions; formative evaluation of marriage preparation programs; and nutrition education — elements in the successful design, implementation, and evaluation of programs, with special reference to development.

**The University of New Brunswick** offers an MEd in vocational education where students can concentrate on home economics and related courses. For full-time students, the residency requirement is two terms. Part-time students are required to attend three summer sessions. Faculty research interests include home economics professional interests, nutrition education, and continuing education for teachers.

**McGill University** has an MEd program, as well as *ad hoc* MA and PhD programs. Since specialized graduate level home economics education courses were only approved in 1984, no research has been completed to this point. Faculty research interests include home economics curricula and family economics.

**The University of Saskatchewan** has several students who have done graduate work in the College of Education, although there is not a specific designation of "home economics education". The university offers an MEd and MCEd (Master of Continuing Education). However, at present, there are no graduate students enrolled in home economics education. Since 1 year of residency is required for the thesis route, enrolment in all education graduate programs dropped when school boards discontinued sabbaticals. Faculty research interests include program development, curriculum, program implementation, evaluation, effective teaching, and the history of education.

**The University of Alberta**, Faculty of Education offers a thesis and non-thesis route MEd and PhD program. Two consecutive terms of residency (approximately 8 months) are required for the MEd degree. Student research interests over the past few years have included thesis topics related to snacking habits of high school students, job satisfaction of home economics teachers, consumer understandings of Alberta students, and consumer choice of a university education.

Beverly Sturton Mitchell is currently enrolled in the MEd program in the Department of Secondary Education, University of Alberta.

This is the last in the series of articles about graduate study in home economics and related areas in Canada.

**The University of British Columbia**, Faculty of Education offers both an MEd and MA with an area of specialization in home economics. Residency is not required for either the MEd, which is a non-thesis route requiring a major paper, or the MA which has a thesis requirement. Faculty research interests include continuing professional education, multicultural education with special interest in native students, integrating computers in the classroom, and public relations for secondary education home economics teachers. Students with interests in home economics education are involved in projects related to forces influencing home economics curriculum in British Columbia from 1904-1984, continuing education interests of home economics teachers, and profiles of home economics teachers. UBC has graduate fellowships open to those interested in home economics education, and as well, offers graduate assistantships for teaching and research.

**The University of Manitoba**, Faculty of Education, offers an MEd degree in home economics education with both a comprehensive examination route and a thesis route available (no residency requirement). The Faculty is currently redesigning the graduate program and it is likely that in the future a degree will be taken in curriculum and instruction with a concentration in home economics education. Faculty research interests include student teacher thinking, development, and effectiveness; and curriculum development and implementation.

### Other Options

Those institutions not offering graduate programs in home economics education indicated that interested students are usually redirected to another university in Canada or the United States. In many instances, depending on individual interests, it is also possible for students to pursue graduate studies in any Faculty of Education. For example, the Ontario Institute for Studies in Education (OISE) does not have a home economics education specialization, but its departments which include adult education, curriculum theory, applied psychology in education, educational administration, higher education, and special education offer many opportunities to pursue studies which apply to the various interests of those in home economics education. Those whose professional goals in education are directed towards administration may find those goals best served through the educational administration departments or an MBA program. Programs of study at the graduate level are tailored much more to individual interests, than undergraduate degrees. Therefore, an interest in home economics education usually will be allowed to show through in the projects chosen and the literature pursued.

If you are interested in home economics education, consult those universities that have a program, consider your career goals, and decide how you can meet them through the program. If a home economics education program is not offered in your area, consider other routes to learning about your interests whether they be through administration, curriculum development or program evaluation. Scholarships, fellowships, and assistantships are available on both a national and a university level, but in most cases, one must take the initiative to search them out. □



## Multiple-Role Dressing: Situational Appropriateness

Eleanor Kelley, David Blouin, Robbie Romaine,  
Karen Thomas, and Jochen Jungeilges

### Abstract

Appearance is important to establish and maintain identity, but its function varies with situation. In urban life, with many first impression situations, individuals may have to dress simultaneously for multiple roles, some with incompatible standards. This study explored respondents' ability to identify situations and evaluate appearance from visual and verbal information about appearance and situations; and judgments of appropriateness of male and female attire, based on first impression information. Students ( $n=250$ ) in introductory psychology classes at a land-grant university in the United States viewed slides of a hypothetical couple, attired in business suits and accessories, and rated the appropriateness of their attire for six situations. Non-parametric analyses of variance of Likert-type ratings revealed selected differences in ratings among scenes. However, ratings of stimulus figures were almost perfectly correlated (ranging from a perfect correlation to the lowest correlation of .65). Appearance and situation apparently interact and influence communication, but within a particular framework.

*Canadian Home Economics Journal*, Spring 1986, 36(2), 77-81.

### Résumé

L'apparence joue un rôle important dans la création et le maintien de l'image de soi que l'on projette, mais elle joue un rôle différent selon la situation. En milieu urbain, où les "situations de première impression" sont nombreuses, les gens peuvent avoir à s'habiller de façon à convenir en même temps à plusieurs situations, certaines étant incompatibles. Cette étude se penche sur la capacité des gens de reconnaître les situations et d'évaluer les apparences à partir de renseignements visuels et verbaux et de porter un jugement sur l'à-propos de la tenue vestimentaire des hommes et des femmes, en se fondant sur une première impression. Dans une université publique américaine, on a montré des diapositives d'un couple hypothétique, habillé en costumes d'affaires, avec tout ce que cela suppose d'accessoires, à 250 étudiants inscrits à un cours d'introduction à la psychologie. Selon ces étudiants, cette tenue vestimentaire convenait à six situations. Des analyses non paramétriques de variance de type Likert ont révélé des différences marquées entre les évaluations des différentes situations. Toutefois, la corrélation des résultats des stimuli était presque parfaite (variant de parfait à .65). Il semble que l'apparence et la situation soient interdépendantes et qu'elles aient une influence sur l'image que l'on projette, mais dans un cadre particulier.

**Eleanor Kelley** received a PhD from Michigan State University and is currently Professor, School of Home Economics and Louisiana Agricultural Experiment Station, Louisiana State University Agricultural Center. **David Blouin** received a PhD from Louisiana State University and is currently Associate Professor, Department of Experimental Statistics and Louisiana Agricultural Experiment Station, Louisiana State University Agricultural Center. **Robbie Romaine** completed a BS at Louisiana State University and is currently a graduate assistant in the School of Home Economics, Baton Rouge, Louisiana. **Karen Thomas** completed a BA at the Louisiana Tech University and is currently a graduate assistant, School of Home Economics and Louisiana Agricultural Experiment Station, Louisiana State University Agricultural Center. **Jochen Jungeilges** completed a Diplom Volkswirt at the University of Bielefeld (FRG) and is currently a graduate assistant, Department of Experimental Statistics and Louisiana Agricultural Experiment Station, Louisiana State University Agricultural Center.

Although the *Canadian Home Economics Journal* usually holds copyright, any articles written by U.S. Government employees as part of their official duties are in the public domain and not covered by the copyright.

Researchers recognize that appearance is important in establishing and maintaining identity (Goffman, 1959; Stone, 1962) and the role of appearance varies according to the situation (Elkind, 1975; Goffman, 1974; Gross & Stone, 1964). Previous research has focussed on appearance for a single role or situation (Lowe & Anspach, 1978; Roach & Eicher, 1965; Stone, 1962). However, single-situation dressing is often unlikely in urban life where many roles are enacted in first impression situations. Multiple-role

diversity may create a difficult manipulative task — dressing simultaneously for roles with different standards. This report focusses on evaluations of attire in diverse settings with no opportunity to change attire during the course of a day. This permitted exploration of the ability to identify situations and evaluate appearance from visual and/or verbal information about appearance and settings; and judgments of appropriateness of male and female attire based on this first impression information.

### Review of Literature

Participants in studies sponsored by the Association of Administrators of Home Economics noted that roles of family members, once fairly clearly defined, are in a state of flux; therefore, research on changing roles of family members can contribute to individual

**Acknowledgement.** The research was supported by the Louisiana Agricultural Experiment Station, Louisiana State University Agriculture Center. Dr. Wilson Reeves and Dr. Bonnie Belleau, Professor and Assistant Professor, respectively in the School of Home Economics, Louisiana State University, Baton Rouge reviewed an earlier draft of the paper.

identity in a complex social system (Schlater, 1970, pp. 7,21, & 40-41). Researchers should "investigate the contributions of clothing to self-concept and human interaction throughout life" (Ritchey, 1978, p. 64). Individuals develop self-concepts as they interact either in family settings or in other settings such as the career setting — a setting of primary importance in contemporary urban societies. As dual-income families increase, women as well as men will probably be involved in complex role sets with potential role strain.

Sociologists suggest that role strain is normal, and individuals find ways to minimize role conflict (discrepant expectations) and role overload (time pressures) (Handel, 1979; Marks, 1977; Seiber, 1974). Success in handling these pressures depends upon the mechanisms available for handling them (Cottrell, 1942). Dress may be one factor among many, to either facilitate or impede role conflict, particularly in first impression, multiple-role situations.

The self is established, maintained, and altered in and through communication in the form of appearance and its appraisal, as well as in the form of verbal communication, basic to social interaction. Meaning is present when responses elicited by some symbol, such as clothing, are the same for the participants in a social situation (Stone, 1962).

Individuals or groups establish standards, and they expect those persons with whom they interact to adhere to them. "If men define situations as real, they are real in their consequences" (Thomas & Thomas, 1928, p. 232). In contemporary western society, as maturation occurs, an individual moves through a sequence of positions, and the need for continual education is magnified due to geographic and social mobility as well as rapid societal changes. Mobility and social change affect standards and even roles available (Brim & Wheeler, 1966, pp. 18-20). When incompatible roles exist, the ability to adjust "varies directly with the extent to which means exist for minimizing the overlap of situations calling for incompatible roles" (Cottrell, 1942, p. 618). Dress may announce who a person is, and when the appropriate identity is not established, role performance is impossible. Symbols of reserve identities (those held from other roles) are often carried

into social transactions, and symbols of abandoned identities (those from discarded roles) may persist in settings where they have no relevance (Gross & Stone, 1964, pp. 1 & 5-6). Obviously, attire suitable for tabled or abandoned roles may be carried, either knowingly or inadvertently, into another setting.

Personal items, or sign vehicles, which are most intimately identified with the individual may be fixed and unvaried through many situations. However, some are mobile and subject to varying within the course of a performance. In order to interact successfully, it is necessary to establish working consensus — a level of agreement among participants — to avoid open conflict. When individuals enter a situation, they must determine what is transpiring (Goffman, 1959, pp. 20-25).

Jacobson (1945), Hoult (1954), and Douty (1963) established, excluding setting, the importance of clothing in forming first impressions. Connor, Peters, and Nagasawa (1975) and Johnson, Nagasawa, and Peters (1977) reiterated this importance. Researchers have studied physical attractiveness, including clothing, in a variety of single situations such as dating (Walster, Aronson, Abrahams, & Rottmann, 1966), political campaigning (Darley & Cooper, 1972), military induction (Vielhaber & Goetheil, 1965), shoplifting (Deseran, & Chung, 1979), and occupational life (Dillon, 1980; Kelley, Good, & Walter, 1974; Kelley, Jones, Hatch, & Nelsen, 1976; Sweat, Kelley, Blouin, & Glee, 1981). Some researchers have focussed on multiple roles, excluding dress, in a variety of situations such as student, friend, son/daughter, worker, athlete, religious person, and dating person (Hoelter, 1983); military reserve role and civilian occupational role (Zurcher & Wilson, 1981); and teacher and student (Leffler, Gillespie, & Conaty, 1982). Combining the three, *appearance in multiple roles in diverse settings*, is the unique focus of this report.

### Methodology

The career role, which is central to the lives of most adults in North America, is the setting for this study. The young, highly educated, dual-income family is one of the fastest growing consumer segments in the United States (Blackwell & Talarzyk, 1983, pp. 18-19). Research has shown that males and females evaluate and

are evaluated differently in appearance and in the occupational arena (Blouin et al., 1982; Delong, Salusso-Deonier, & Larntz, 1983; Kelley, Blouin, Glee, Sweat, & Arledge, 1982). These were the reasons for selecting the type of hypothetical couple and presenting them in career attire. The couple also provided near-peer reality for the sample of university students selected for the study.

### Hypothetical couple and situations.

The couple was characterized as a dual-career family with one child enrolled in preschool. Both completed university degrees, no more than 5 years ago, and both were employed in white-collar business-oriented professions. This couple was described to the 26 family life experts who presented role-related papers at the National Council of Family Relations annual meeting in 1982. These experts were asked to identify diverse settings the couple might encounter during a day in business, family, and personal and business leisure roles. Family life professors at a local university evaluated the cover letter and open-ended questionnaire. Some modifications were made prior to mailing them to the national sample. Responses of 15 of the 26 experts were categorized, and six roles were selected as representative: an office board meeting, an office meeting with secretaries, a meeting with the child's teacher, collecting dry cleaning, playing tennis with friends, and a cocktail party.

**Instrument development.** Two techniques, verbal and visual, were used to present the couple. General information about the couple was provided along with slides of them in the six settings. The couple who portrayed the stimulus figures was instructed to wear business suits and appropriate accessories. Other participants were instructed to wear what they ordinarily wore in the setting, either as it was in progress during the filming or as it was staged for the filming. Some background figures were simply photographed in the settings without prior knowledge. Two professional photographers, one a fashion photographer, made a series of photographs of each scene and assisted in selecting the best slides.

The couple was seated on a sofa in a contemporary living room in the introductory slide. The male wore a gray suit, white shirt, tie, and black lace-up shoes. The female wore a

brown suit, beige blouse with a small self bow, beige calf pumps, and matching handbag. This attire was worn in all six subsequent scenes. The stimulus couple was Caucasian. Blacks and Orientals, with other Caucasians, were varied in subordinate and superior positions throughout the six scenes, and the background figures in each scene wore what was appropriate for the setting. For example, the young couple in the tennis foursome wore tennis attire and all four held tennis racquets. In the cocktail party scene, the background males and females were in suits, and satin and crepe street-length dresses. The figures were viewed in appropriate settings for each scene: tennis courts, living rooms, business offices, and so forth.

The following hypotheses were tested:

- There will be no association between sex of stimulus figures and students' ratings of appropriateness of attire for the six situations.
- There will be no difference among the scenes in the number of students whose perceptions of the scenes agreed with the researchers' staged settings.
- Differences in evaluations of appearance will not occur as a function of sex of stimulus figures.
- Differences in evaluations of appearance will not occur as a function of scene in which the stimulus figures are viewed.
- There will be no differences in students' evaluations of the stimulus figures' attire according to their agreements with each staged scene.

**Recording sheet.** A five-point Likert-type rating sheet was developed for the respondents to record their judgments of the attire of each stimulus figure in each of the six situations. A rank of one indicated very appropriate attire for the situation and five, very inappropriate. The reverse side of the form contained questions about selected personal and family characteristics of the respondents.

**Preliminary study.** Preliminary testing of the instrument was conducted in two sections of senior seminar in home economics ( $n$ 's = 34 & 37). This minimized contamination of the final sample since most of the students graduated before final data collection. One section viewed the scenes with the couple together in one slide of each scene. The other section

viewed them in each scene separately as well as together ( $n$  = 18 slides). Evaluations were similar both ways, and students who viewed the 18 slides said one viewing of the couple was sufficient. Therefore, the shorter slide set was used in the final study. Only one minor change in the background questions was necessary.

**Sample.** Previous research has shown that lower-level social science classes contain a cross-section of the university population (Kelley et al., 1982). Therefore, students enrolled in Introductory Psychology on a land-grant campus ( $n$  = 250) participated. The land-grant concept includes a variety of curricula. This provided students with diverse occupational interests, previously shown to be related to evaluations of career appearance (Kelley et al., 1982).

**Data collection.** Data were collected during a regular class period. Two minutes viewing time were allowed for each slide. The researcher introduced the study by noting that individuals may judge others in situations on the basis of their appearances. The students were asked to evaluate the two stimulus figures, named John and Mary to make them a little more personal, in each of the six scenes. They were asked to record the situation in which they believed the figures were interacting and then rank how appropriately they were attired for each situation. After the students viewed all of the slides, they were instructed to complete the background information requested on the back of their recording forms, sign only the participant sign-up form, and turn in the two sheets separately. This ensured the anonymity they were promised.

### Findings

A code book was set up to record Likert ratings for John and Mary in each of the six settings, whether students' perceptions of the situations agreed with those established by the researchers, and appropriate background information for each student.

**Profile of respondents.** Most of the students were in-state students, and the majority were from families characterized as professional level, as measured by levels 1 and 2 of Hollingshead's (1957) *Two Factor Index of Social Position*. They worked either part-time or full-time, and both aspired to and expected to obtain white-collar occupations after graduation. All class levels and colleges

were represented. However, the largest proportions were freshmen and sophomores who were enrolled in liberal arts and business curricula. Females slightly outnumbered males, and the majority of both sexes were between the ages of 18 and 24.

**Hypothesis testing.** Findings are presented as related to the test hypotheses. Non-parametric statistics were used in data analysis because they do not require some of the assumptions of parametric statistics (Seigel, 1956, pp. 19-21). Ranks employed in calculations as well as raw means are presented on the tables. However, only the raw means are discussed in the text. They give a clearer picture of the responses as related to the five point Likert scale. All probabilities  $\leq .05$  are cited.

The first hypothesis that there will be no association between students' ratings of the two stimulus figures' attire for the six scenes was fully rejected. All correlations were highly significant ( $p < .0001$ ), and the Spearman rank order correlation coefficients ranged from a perfect association in the tennis scene to the lowest correlation of .65 in the cocktail party scene.

Students were asked to specify what they perceived the situation to be in each slide. Results of Cochran's Q permitted rejection of the second hypothesis that there would be no difference among the scenes in the number of students whose perceptions of the scenes agreed with the researchers' staged settings. Table 1 shows that the largest number of incorrect identifications of the situations was in the teacher's conference with parents, followed by the dry cleaners scene. Those who incorrectly identified the situations perceived the teacher's conference to be an art class, psychology testing session, mental ward, meeting with marriage counselor, business meeting, and luncheon meeting. Those who gave other settings for the dry cleaners scene said the couple was transacting business either at a bank, travel agency, or post office; checking into a hotel; running errands; and shopping in a store.

Respondents evaluated the attire of each stimulus figure based upon perceptions of the situations in which the figures were viewed. Therefore, the interaction of situation and attire was



**Table 1. Frequency Distribution by Agreements with Staged Scenes and Cochran's Q Results**

Scenes	Number of Responses by Agreements with Staged Scenes			
	Agreed with Scenes		Disagreed with Scenes	
	n	%	n	%
Executive Meeting	215	89	27	11
Secretarial Conference	221	91	21	9
Teacher's Conference	79	33	163	67
Dry Cleaning	162	67	80	33
Tennis	233	96	9	4
Cocktail Party	204	84	38	16

Q = 387.189

df = 5

\*\*p < .01

**Table 2. Raw and Rank Mean Scores and Friedman Results with Appearance Ratings by Sex of Stimulus Figure and Pooled**

Scenes	Raw Means and Rank Means					
	By Sex of Stimulus Figure <sup>a</sup>				Pooled	
	John		Mary		Raw	Rank
	Raw	Rank	Raw	Rank		
Executive Meeting	1.2	3.2	1.3	3.5	1.3	1.8
Secretarial Conference	1.5	4.2	1.7	4.5	1.6	2.4
Teacher's Conference	3.2	8.1	3.2	8.0	3.2	4.3
Dry Cleaning	2.7	7.2	2.8	7.4	2.7	3.9
Tennis	4.9	11.1	4.9	11.1	4.9	5.8
Cocktail Party	1.6	4.5	1.8	5.0	1.7	2.7

n = 250  
 $\chi^2_r = 1.98164$   
 df = 1  
 ns

n = 250  
 $\chi^2_r = 778.75$   
 df = 5  
 \*\*p < .01

<sup>a</sup>Pooled mean scores calculated with average ratings of John and Mary.

checked four ways: each stimulus figure was treated separately, and then together; and each of these treatments were calculated first disregarding the respondents' perceived identification of the scenes and then considering the respondents' perceived identifications of the scenes.

The Friedman two-way analysis of variance was used to determine evaluations of the stimulus figures' attire across all six scenes, disregarding the students' perceived identifications of the scenes. Table 2 shows raw and rank means for John and Mary separately.

The third hypothesis, that differences in evaluations of appearance would not occur as a function of sex of stimulus figures, was fully supported; raw means were essentially the same for both figures in each of the scenes. Then, ratings for John and Mary were pooled by averaging John's rating and Mary's rating by each respondent for each scene, Table 2. The highly

significant difference in evaluations of appearance among scenes (the fourth hypothesis) is visible in the pooled raw mean scores, based on the average ratings of John and Mary. The couple's tennis scene attire was almost universally evaluated as inappropriate, followed by the attire for the teacher's conference. The most highly appropriate evaluations were for the executive business meeting, followed by the conference with secretaries. Thus, the tennis scene, the scene most often incorrectly identified by the students evoked the most negative ratings of John's and Mary's attire and the teacher's conference, the second most often incorrectly identified scene elicited the next most negative evaluations. Conversely, the office scenes, the scenes for which the career attire was designed, elicited the most positive ratings. These trends occurred both in the pooled and unpooled analyses.

The final set of analyses tested the fifth hypothesis that there will be no

difference in students' evaluations of the stimulus figures' attire according to their agreements with each staged scene. Mann Whitney U tests (Conover, 1980, p. 226) were calculated two ways: with the difference between (Table 3) and with the pooled average (Table 3) ratings of John and Mary by each respondent for each scene. There were no significant differences in the students' ratings of the attire of John and Mary according to their agreements with each staged scene, permitting the acceptance of the hypothesis. However, the hypothesis was rejected when the ratings of the two figures were pooled. There were some significant ( $p < .05$ ) and highly significant ( $p < .01$ ) differences. As shown in Table 3, the raw mean score when the ratings were pooled was higher among those who disagreed with the staged setting of the teacher's conference. Conversely, the raw means were higher among those who agreed with the staged tennis and cocktail party situations. Two additional ratings bordered on significant differences, the dry cleaners ( $p < .0579$ ) and the executive business meeting ( $p < .0506$ ), with raw means higher among those whose perceptions agreed with the staged dry cleaners situation and higher among those whose perceptions disagreed with the executive business meeting.

### Summary and Recommendations for Future Studies

The findings support Goffman (1974), and Gross and Stone (1964); appearance and situation interact, and effective communication cannot transpire unless participants perceive mutual meaning. Previous experience apparently influences ability to identify a situation and judge attire. Most home economics students identified the nursery school correctly; the cross section of students did not.

Ratings among scenes suggest that the particular roles in a set affect successful multiple-role dressing. Ratings of Mary and John suggest that sex does not. This contrasts with earlier findings (Kelley et al., 1982). Their sample contained a wider age-range. Philosophy of dress may be changing between age-cohorts. As younger ages mature, their standards may allow more flexible multiple-role attire. Conversely, they may adopt existing standards. Studies over time will determine stability or change.

**Table 3. Raw and Rank Mean Scores and Mann Whitney U Results with Appearance Ratings of Stimulus Figures Separately and Pooled by Agreement with Staged Scenes**

Scenes	Raw and Rank Mean Scores and U Separately and Pooled by Agreement with Staged Scenes												
	n's			Separately <sup>a</sup>					Pooled <sup>b</sup>				
	Agree	Disagree	df	Agree		Disagree		U	Agree		Disagree		U
				Raw	Rank	Raw	Rank		Raw	Rank	Raw	Rank	
Executive Meeting	222	27	247	-0.1	125.7	-.2	119.3	-0.7	1.2	122.6	1.6	144.7	2.0 <sup>c</sup>
Secretarial													
Conference	229	21	248	-0.1	124.5	-0.1	136.2	1.0	1.6	124.5	1.7	136.2	.8
Teacher's Conference	80	163	241	0	121.5	0.5	122.2	0.2	2.6	89.5	3.5	138.0	5.5****
Dry Cleaning	164	84	246	0	124.5	-0.1	124.5	0	2.8	130.5	2.6	112.8	-1.9 <sup>c</sup>
Tennis	239	11	248	0	125.2	0	131.8	0.5	5.0	126.3	4.6	108.0	-2.3*
Cocktail Party	239 <sup>d</sup>	11	248	-0.2	124.5	0.3	148.1	1.5	-0.3	120.8	0.2	144.4	2.8**
	(209)	(39)	(246)										

<sup>a</sup>Minus score indicates that rating of Mary was higher than rating of John.

<sup>b</sup>Pooled mean scores calculated with average rating of John and Mary.

<sup>c</sup>Borders on significance.

<sup>d</sup>Values for pooled data in parentheses.

\*p < .05

\*\*p < .01

\*\*\*\*p < .0001

Several generalizations are suggested: • Impersonal situations allow universal acceptance of diverse attire. • Some situations, formal and informal, are universally rigid in requirements. • Situation-specific apparel cannot be transferred to other settings. • Situation-versatile apparel is inappropriate when situation-specific apparel is mandated.

Views of students on a large, land-grant campus in a cosmopolitan area may not represent those of either students at other types of institutions or other types of sub-groups in the United States and in other societies. Nevertheless, they provide a rudimentary theory about situation-specific, multiple-role dressing. This merits expanding to define diverse conditions in which interaction between appearance and situation influences establishing working consensus (Goffman, 1959) to facilitate on-going activities. □

## References

- Blackwell, R.D., & Talarzyk, W.W. (1983). Life-style retailing: Competitive strategies for the 1980's. *Journal of Retailing*, 59 (4), 7-27.
- Blouin, D., Summers, T., Kelley, E., Glee, R., Sweat, S., & Arledge, L. (1982). Recruiter and student evaluation of career appearance. *Adolescence*, 17 (68), 821-830.
- Brim, O.G., & Wheeler, S. (1966). *Socialization after childhood*. New York: John Wiley.
- Connor, B.H., Peters, K., & Nagasawa, R.H. (1975). Person and costume: Effects on the formation of first impressions. *Home Economics Research Journal*, 4, 32-41.
- Conover, W.J. (1980). *Practical nonparametric statistics*. New York: John Wiley.
- Cottrell, L. (1942). The adjustment of the individual to his age and sex roles. *American Sociological Review*, 7, 617-620.
- Darley, J.M., & Cooper, J. (1972). The clean for Gene phenomena: The effect of students' appearance on political campaigning. *Journal of Applied Social Psychology*, 2, 24-33.
- De Long, M.R., Salusso-Deonier, C., & Larntz, K. (1983). Use of perceptions of female dress as an indicator of role definition. *Home Economics Research Journal*, 11, 327-336.
- Deseran, A.F., & Chung, C.A. (1979). Appearance, role-taking, and reactions to deviance: Some experimental findings. *Social Psychology Quarterly*, 42, 426-430.
- Dillon, L.S. (1980). Business dress for women corporate professionals. *Home Economics Research Journal*, 9, 124-129.
- Douty, H.I. (1963). Influence of clothing on perception of persons. *Journal of Home Economics*, 55, 197-202.
- Elkind, D. (1975). Encountering Erving Goffman. *Human Behavior*, 4, 25-30.
- Goffman, E. (1959). *The presentation of self in everyday life*. New York: Anchor Books.
- Goffman, E. (1974). *Frame analysis*. New York: Harper and Row.
- Gross, E., & Stone, G.P. (1964). Embarrassment and the analysis of role requirements. *American Journal of Sociology*, 70 (1), 1-15.
- Handel, W. (1979). Normative expectations and the emergence of meaning as solutions to problems: Convergence of structural and interactionist views. *American Journal of Sociology*, 84, 855-881.
- Hoelter, J.W. (1983). The effects of role evaluation and commitment on identity salience. *Social Psychology Quarterly*, 46, 140-147.
- Hollingshead, A.B. (1957). *Two Factor Index of Social Position*. Unpublished manuscript, New Haven, CO.
- Hoult, T.F. (1954). Experimental measurement of clothing as a factor in some social ratings of selected American men. *American Sociological Review*, 19, 324-328.
- Jacobson, W.E. (1945). First impressions of classmates. *Journal of Applied Psychology*, 29, 142-155.
- Johnson, B.H., Nagasawa, R.H., & Peters, K. (1977). Clothing style differences: Their effect on the impression of sociability. *Home Economics Research Journal*, 6, 58-63.
- Kelley, E., Blouin, D., Glee, R., Sweat, S., & Arledge, L. (1982). Career appearance: Perceptions of university students and recruiters who visit their campuses. *Home Economics Research Journal*, 10, 253-263.
- Kelley, E., Good, E., & Walter, S. (1974). Working-class adolescents' perceptions of the role of clothing in occupational life. *Adolescence*, 9 (34), 185-198.
- Kelley, E., Jones, S., Hatch, D.A., & Nelson, R. (1976). How to help your students be successful at job hunting. *Journal of Home Economics*, 68, 32-35.
- Leffler, A., Gillespie, D.L., & Conaty, J. (1982). The effects of status differentiation on nonverbal behavior. *Social Psychology Quarterly*, 45, 153-161.
- Lowe, E.E., & Anspach, K.A. (1978). Freedom in dress: A search for related factors. *Home Economics Research Journal*, 7, 121-127.
- Marks, S.R. (1977). Multiple roles and role strain: Some notes on human energy, time and commitment. *American Sociological Review*, 42, 921-936.
- Ritchey, S.J. (1978). *Home economics research assessment planning projections report*. (Study sponsored by the Association of Administrators of Home Economics) Blacksburg, VI: College of Home Economics, Virginia Polytechnic Institute and State University.
- Roach, M.E., & Eicher, J.B. (1965). Introduction to the study of dress, adornment, and the social order. In J.B. Eicher & M.E. Roach (Eds.), *Dress, adornment, and the social order* (pp. 1-3). New York: John Wiley.
- Schlater, J.D. (1970). *National goals and guidelines for research in home economics*. (Study sponsored by the Association of Administrators of Home Economics) Lansing, MI: Bulletin Office, Michigan State University.
- Seiber, S.D. (1974). Toward a theory of role accumulation. *American Sociological Review*, 39, 567-578.
- Seigel, S. (1956). *Non-parametric statistics for the behavioral sciences*. New York: McGraw Hill.
- Stone, G.P. (1962). Appearance and the self. In A.M. Rose (Ed.), *Human behavior and the social processes* (pp. 86-118). Boston, MA: Houghton Mifflin.
- Sweat, S., Kelley, E., Blouin, D., & Glee, R. (1981). Career appearance perceptions of selected university students. *Adolescence*, 16, 359-370.
- Thomas W.I., & Thomas, D. (1928). *The child in America*. New York: Alfred A. Knopf.
- Vielhaber, D.P., & Goetheil, E. (1965). First impressions and subsequent ratings of performance. *Psychological Reports*, 17, 916.
- Walster, E., Aronson, V., Abrahams, D., & Rottmann, L. (1966). Importance of physical attractiveness in dating behavior. *Journal of Personality and Social Psychology*, 4, 508-516.
- Zurcher, L.A., & Wilson, K.L. (1981). Role satisfaction, situational assessment, and scapegoating. *Social Psychology Quarterly*, 4, 264-270.

# 1985-86 Enrolment Data

## University Programs in Home Economics and Related Units

Name of University	Undergraduate							Graduate		
	Program	1st	2nd	3rd	4th	Part-Time	Total	Program	Full-Time	Part-Time
Acadia	BSc(HEc)	30	20	13	20	4	87			
Alberta	BSc	83	136	122	96	31	468	MSc	45	7
	BEd(HEc)	9	9	13	8		39	PhD	7	
British Columbia	BHEc	38	74	58	64		234	MA	5	
								MSc	5	
Guelph <sup>1</sup>	BASc Family/Cons. St.	318	278	244	221		1061	MSc	44	11
	BComm Hotel/Food	98	108	114	126		446	PhD	3	
Laval	Bacc.diet.	46	45	49	39	2	181	MSc—Nut.	11	3
	Bacc.cons.	79	78	21		26	204	PhD—Nut.	7	
	Cert.cons.	27				38	65			
	Maj.econ.fam.					1	1			
Manitoba <sup>2</sup>	BHEcol (FS)	39	49	37	34		159	MSc—Fam.St.	16	5
	BHEcol (FDNU)	72	51	55	36		214	—Food/Nut.	22	4
	BHEcol (CLTX)	66	46	49	47		208	—CI/Tx.	10	3
	BHEcol (COMP)	21	8	11	16		56	PhD—Interdisc.	1	
	BHEcol/BEd	3	5	9	7		24	—Interdepart.	1	
McGill	BSc(FSc)	59	102	49		6	216	MSc.	5	
	BEd(HEc)	3	4	2		2	11			
Memorial	BSc(Diet.)		5	2	3		10			
	BSc(Nut.)		4	4	2		10			
	BSc(Fd.Sc.)		6	3	3		12			
Moncton	BSc	26	23	18	6	1	74	MSc.	1	5
Montréal	BSc.(Nut.)	58	41	34	38		171	MSc—Nut.	29	5
								PhD—Nut.	5	
Mount St. Vincent	BScHE	36	42	30	27		135	MA	1	2
	BHE	28	23	43	14		108			
	BHE/BEd	5	5	1	1		12			
New Brunswick	BEd	11	8	13	9	4	45	MEd		4
P.E.I.	BSc(HEc)	15	11	12	7		45			
Ryerson	BAA	93	82	84	80		339			
Saskatchewan	BSHEc	54	71	46	45	9	225	MSc	1	1
St. Francis Xavier	BSc	21	31	27	31		110			
Toronto <sup>1</sup>	BSc(Nut.)	NA	32	57	64		153	MSc	20	6
	BEd <sup>3</sup>						16	MHSc	13	
								PhD	10	
Western (Brescia)	BSc(HEc)	34	27	5		12	78			
	BSc(HEc) Hon.	13	26	21	31	6	97			
Windsor	BA(SocSc)	23	17	16		38	94			
	BA(SocSc)Hon.		3	6	1	7	17			

**Source:** Deans and Directors of Home Economics, Annual Meeting, November 1985, except where indicated.

<sup>1</sup>Part-time data not available.

<sup>2</sup>Undergraduate totals include 107 part-time students.

<sup>3</sup>Personal communication.



**The Home Economist as a Helping Professional** by Dianne Kieren, Eleonore Vaines, and Doris Badir. (1984). Winnipeg: Frye Publishing, 129 pages; softcover, \$14.95; accompanying workbook, 231 pages; softcover, \$18.95.

This book is, in the words of the authors, "a working philosophy of the home economics profession". Such a text fills a real gap among Canadian home economics publications. Written by three highly respected leaders in the profession, the book reflects the depth of their knowledge and insight into the development of the profession. Although written for the preprofessional and intended to be used together with a modularized self-study workbook which presents a variety of exercises and problems, any practising home economist will find the material very relevant to professional concerns. Those whose undergraduate programs did *not* include some study devoted to the profession are likely to feel that study of the two publications would have greatly assisted their perception of themselves as professionals.

The text covers the historical development of the profession in North America — the Home Economics movement, the Lake Placid Conferences, and the evolving concepts of home economics as a field of study in higher education (e.g. as a single field, a collection of specialties, a unified field, and as a practical science). The profession is described as a system with interfacing subsystems:

- philosophy (goal or mission);
- content (body of knowledge), and
- practice (includes the human component, service delivery processes and skills, and role competencies).

The authors note that, at the present time, home economics is an emerging profession, requiring further developments in two of the attributes of a profession, namely authority and community sanction (i.e. professional registration), and the enforcement of ethics to be fully professional.

Chapters discussing the home economist as helper focus on the problem solving process in the provision of human services and the

personal competencies of the helper. Modules in the workbook on developing helper communication skills, helper program planning skills, and helper problem solving skills include a variety of case studies and exercises for testing one's response. Answers clearly and fully explained are found in the Appendix.

The text and workbook provide students with a comprehensive view of their chosen profession and indicate the numerous helping skills necessary in addition to subject matter knowledge for effectiveness as a professional. Also they are reassured that development of their professional identity and the perfecting of their helper competencies is a process of continuous growth through experience.

*Reviewed by:*  
Elizabeth Feniak, PhD  
Professor  
Winnipeg, Manitoba

**Nutrition Books for Health Professionals and Educators: A Compendium of Abstracts.** (1985). Toronto: The Ontario Dietetic Association, 96 pages, coil-bound.

This reference guide lists 310 recommended nutrition texts and books published since 1980. In the introduction it is stated that "a book not included is not to be considered a non-recommended book, but may have been missed in this publication". Each entry contains a brief, about 50-word summary indicating the content and target audience of the book. The two sections and the respective subheadings covered in the listing are: *Nutrition Texts and Books for the Professional* — general, life cycle, clinical, nutrition education, food service administration, and international; and *Nutrition Books for the Public* — general, childhood, physical fitness, pregnancy and lactation, and weight control.

This compendium meets the need of both the health professional and the individual interested in nutrition, for a reference guide to choosing reliable nutrition information. Even though the abstracts are short, there is enough

information given to determine whether further investigation of the book should be made. Its clear, concise format makes it an excellent resource for public and institutional libraries. In the planned, supplemental editions of this book list, a welcomed addition would be an indication of a price range under which each entry could be classified.

*Reviewed by:*  
Barbara Baczynsky  
Free-Lance Home Economist  
Winnipeg, Manitoba

**Knitting in the Old Way** by Priscilla A. Gibson-Roberts. (1985). Loveland, CO: Interweave Press, 160 pages; softcover, \$18.

The author begins the book by paying tribute to the "rich legacy of patterns and designs" created by generations of knitters. In doing so, she sets the stage to describe the techniques to produce the sweaters that are an integral part of fashion as we know it.

This spiral-bound book contains illustrations, both color and black and white, utilizing charts as well as illustrated descriptions. The author states that basic knitting skills are a good foundation for the use of this book, thus it is an excellent guide for all knitters, from novice to practised. The illustrations, combined with concise written descriptions, give the knitter the right tools to create the beautiful designs that are displayed. Designs are given for both European and North American styles, including Cowichan, Fair Isle, Bohus, Gansey, and Aran. The comprehensive charts and explanations show how to start the design process on paper, and then translate that design to an actual garment, using the appropriate yarns and needles.

The author's fascination for this creative process is stimulating, helping to alleviate any feelings of intimidation caused by the intricate look of the designs, as well as inspiring knitters to rush out immediately and purchase more yarn.

*Reviewed by:*  
Brigitte Wiebe, BHEC  
Winnipeg, Manitoba

# Au Travail

## Profil de Jeannine Cornellier, une éducatrice

Henriette Rochette-Le Hir

Jeannine Cornellier, après avoir obtenu de nombreux brevets d'enseignement, dont un en Enseignement Ménager, décroche un Baccalauréat en Diététique de l'Université de Montréal en 1962 et une Maîtrise ès Sc. Diététique et Nutrition en 1966. Simultanément et depuis, elle a enseigné à l'Institut de Pédagogie familiale d'Outremont, aux Universités de Montréal, de Sherbrooke et du Québec à Montréal, de même qu'aux Instituts de Tourisme et d'Hôtellerie de Montréal et d'Abidjan, en Côte d'Ivoire.

Rien au départ ne laissait présager que cette montréalaise d'origine deviendrait un jour la première directrice pédagogique d'un Institut de Tourisme et d'Hôtellerie à Abidjan en Côte d'Ivoire. Et pourtant, ce tour de force, c'est une des nôtres qui l'a réussi. Parce que, ce qui caractérise la vie professionnelle de Jeannine Cornellier, c'est à la fois sa diversité, son dynamisme et son unité. Par son

besoin de communiquer son savoir, par son enthousiasme, Jeannine relève tous les défis qui se présentent à elle et réussit à explorer les multiples facettes de sa profession d'économiste familiale et de diététiste, mais quel qu'en soit l'aspect, c'est toujours en tant qu'éducatrice, soucieuse de faire école, qu'elle les aborde.

De même, grâce à sa générosité, Jeannine a toujours su mener de front sa vie religieuse et une vie professionnelle bien remplie. Qu'on en juge!

Ses études secondaires terminées, elle entre en communauté en 1948 et commencent alors pour elle plusieurs années de formation et d'enseignement. Après avoir obtenu un baccalauréat en diététique de l'Université de Montréal en 1962, elle enseigne à l'Institut de pédagogie familiale d'Outremont les diverses matières de son champ de compétence tout en poursuivant ses études pour l'obtention de la maîtrise. Pendant ce temps, elle a l'occasion d'appliquer ses connaissances de diététiste à la maison-mère de sa communauté, les Soeurs des Saints Noms de Jésus et de Marie qui compte à l'époque environ 500 personnes.

Elle termine ses études et sa thèse de maîtrise en 1966 et, peu après la fermeture de l'Institut de pédagogie familiale, entre au département de Diététique de l'Université de Montréal où elle enseignera l'alimentation des collectivités, la chimie alimentaire et l'équipement des services alimentaires jusqu'en 1971. A partir de cette époque, elle se joint à l'équipe de l'Institut de Tourisme et d'Hôtellerie du Québec

pour y enseigner le programme des techniques de production et de gestion des cuisines et, défi de taille, la nutrition. C'est une première dans les annales de cette maison consacrée à la formation aux métiers traditionnellement occupés par les hommes et où les préoccupations gastronomiques l'ont jusqu'alors emporté sur les préoccupations diététiques.

Pendant plusieurs années, elle consacrera également ses loisirs à la formation des maîtres au service de l'Education permanente de l'Université de Montréal, à l'Université de Sherbrooke et à la faculté des Services de l'Education de l'Université du Québec à Montréal. Il faut souligner que les programmes d'Economie familiale du Ministère de l'Education du Québec ont été révisés en 1969 et, qu'à partir de cette époque, les enseignants du secondaire doivent se soumettre à un recyclage intensif. Jeannine Cornellier contribuera largement en sillonnant la province, soit par des cours accrédités ou des journées d'études, au renouveau pédagogique dans l'enseignement de l'Economie familiale au secondaire.

Elle participe également de septembre 1974 à septembre 1978 à une série de 26 émissions consacrées à l'alimentation sur les ondes de Radio-Canada et fait des brèves apparitions à quelques autres émissions. Son rayonnement pédagogique s'étend aussi à l'Association d'Economie familiale du Québec où on la consulte comme "experte" et où elle a même occupé

(Suite à la page 61)

### Résumé

Jeannine Cornellier a consacré toute sa carrière de diététiste et d'économiste familiale à l'éducation. Elle a oeuvré dans maintes institutions et universités et est même allée jusqu'en Côte d'Ivoire comme directrice des services pédagogiques du "Lycée professionnel hôtelier d'Abidjan". Elle projette maintenant de créer un centre de recherche, de normalisation et de formation à la cuisine des collectivités en milieu communautaire et hospitalier.

### Abstract

Jeannine Cornellier has devoted her entire dietetics and home economics career towards education. She has worked in numerous institutions and universities, and has even served on the Ivory Coast, as director of pedagogic services at the "Lycée professionnel hôtelier d'Abidjan" (Abidjan Institute of Hotel Management). She now plans to create a research centre to develop standards and training in institutional food preparation for group and hospital settings.

Henriette Rochette-Le Hir, M.éd. (Andragogie), Université de Montréal (1976).

# Abstracts of Current Literature

## Family/Consumer Studies

### Diagnostic evaluation of 200 elderly outpatients with suspected dementia.

Larson, E. B., Reifler, B. V., Sumi, S. M., Canfield, C. G., & Chinn, N. M. (1985)  
*Journal of Gerontology*, 40(5), 536-543.

The authors of this paper report outcomes of diagnostic evaluation on 200 patients investigated for suspected dementia. This study was undertaken to underline the need for careful diagnostic evaluation to determine the cause of the dementia in order to provide effective patient care. The patients were over the age of 60, had symptoms for 3 months or longer, were willing to undergo the evaluation and participate in a follow-up 1 year later, and had experienced cognitive impairment either self or family reported. All patients were evaluated by a psychiatrist and an internist for the cause of dementia. Diagnosis was confirmed by a consensus group for both the initial evaluation and the follow-up evaluation. The primary cause of dementia found was Alzheimer's type dementia (ATD). The consensus group found evidence of Parkinson's disease, dementia due to drugs, alcohol related dementia, depression, and other causes, with 15 patients not having dementia. Some of the causes are considered treatable. Since multiple illnesses may contribute to dementia, the authors stress the need to identify treatable conditions. The diagnostic process can aid in the education of families and caregivers.

### Relevance of personality traits to adjustment in group living situations.

Carp, F. M. (1985)  
*Journal of Gerontology*, 40(5), 544-551.

The purpose of this study was to replicate and extend work on personality determinants of adjustment by the elderly to group living situations. The author hypothesized that observers, staff, and residents of public housing for the elderly would have definitions of adjustment that would not be highly correlational. The second hypothesis was that the personality traits, extraversion, congeniality, culture, neuroticism, conscientiousness, and nosiness/gossip would account for variance in the criterion variables of happiness, peers, and staff. Also, the personality traits were expected to have different saliences across criteria. Data were collected at Site 1 on 204 persons after the first year of residency and on the remaining original participants 8 years later; and at Site 2 on 202 participants after a year of residency. Data were collected in individual interviews and testing sessions in the participant's apartment. Staff criterion data were collected from the administrators of the facility and of the senior centre. Concurrent and longitudinal analyses were computed. Hypothesis 1 and 2 were supported. The results support the notion that personality traits add significantly to competence and social status in accounting for inner well-being and outer adjustment, in both general and particular types of situations.

## Sex and marital intimacy.

Patton, D. & Waring, E.M. (1985)  
*The Journal of Sex and Marital Therapy*, 11(3), 176-184.

The purpose of this paper was to present an examination of the relationship between sexuality and marital intimacy among married couples. A random selection of the London city directory yielded a sample of 250 couples who volunteered to participate in the study. The Waring Intimacy Questionnaire was administered by a research assistant to each partner separately. The eight dimensions of intimacy used for scoring were: conflict resolution, affection, cohesion, sexuality, identity, compatibility, autonomy, and expressiveness. The results showed that wives found less sexual fulfillment in marriage than their husbands, husbands and wives have different concepts of intimacy, responding in a socially desirable manner is an important component of a couple's reported level of marital intimacy, and the sexuality scores have the lowest correlations with the other scales and with total intimacy scores. These findings suggest the need for more research in this area, perhaps to attempt to see whose perceptions of marital intimacy are most accurate.

## Self-focused attention, self-esteem, and the experience of state depression.

Brockner, J., Hjelle, L., & Plant, R. W. (1985)  
*Journal of Personality*, 53(3), 425-434.

The researchers hypothesize that if self-focus serves to increase awareness of one's emotional experience, then there should be an interaction between the affective state and self-focused attention variables. This research also evaluated the effect of an individual difference variable, self-esteem, on reported emotionality. One hundred and sixty-two students from an introductory psychology class participated in this study for an extra course credit. Subjects completed a questionnaire to measure personality and were given tasks designed to create certain moods. Subjects were divided into a mirror and a no-mirror group. Subjects filled out questionnaires rating their moods. The mirror subjects reported feeling more depressed in the strong condition and less depressed in the weak condition, relative to the no-mirror subjects. These results provide support for the awareness hypothesis. The results also suggest that the mood induction procedure may be influenced by demand characteristics.

## Processing bias: Individual differences in the cognition of situations.

Dworkin, R. H. & Goldfinger, S. H. (1985)  
*Journal of Personality*, 53 (3), 480-501.

The researchers argue that individuals differ in their processing biases. They hypothesize that processing biases are not limited to a single cognitive domain, but permeate



the whole spectrum of cognitive functioning. The sample was restricted to women and was obtained through advertisements in newspapers and posters aimed at recruiting undergraduate female students. Fifty-six women participated in the memory for events study. Two years later, 40 of the original 56 were contacted, plus 33 more women participated in the anticipation and perception study. The participants were subjected to a series of demonstration studies to examine processing biases for social information in anticipation, perception, and memory. Individual differences were assessed using a variety of tasks and situations. Measures of bias in subject's anticipation of situations, in what they notice in situations, and in what they remember in situations tend to intercorrelate. The authors conclude that we are now one step closer to being able to account for the psychologically interesting differences among individuals in a given situation.

#### Supplementary listing of articles

**Adolescents' relationships with grandparents: An empirical contribution to conceptual clarification.** Matthews, S. H., & Sprey, J. (1985). *Journal of Gerontology*, 40(5), 621-626.

**Survey of sampling techniques in widowhood research.** Gentry, M., & Shulman, A. D. (1985). *Journal of Gerontology*, 40(5), 641-643.

**The use of art therapy in marital and sex therapy.** Barth, R. J., & Kinder, B. N. (1985). *The Journal of Sex and Marital Therapy*, 11(3), 192-198.

**Diabetes and female sexuality: A comparative study of women in relationships.** Schreiner-Engel, P., Schiavi, R. C., Vietorisz, D., De Simone Eichel, J., & Smith, H. (1985). *The Journal of Sex and Marital Therapy*, 11(3), 165-175.

**Self-esteem and responses to success and failure: Subsequent performance and intrinsic motivation.** Baumeister, R. F., & Tice, D. M. (1985). *Journal of Personality*, 53(3), 450-467.

**Intrinsic motivation and the effects of self-consciousness, self-awareness, and ego involvement: An investigation of internally controlling styles.** Plant, R. W., & Ryan, R. M. (1985). *Journal of Personality*, 53(3), 435-449.

Submitted by  
Lenora Weibe, BSHEC  
MSc graduate student

### Food/Nutrition

#### Effect of storage time and temperature on folacin and vitamin C levels in term and preterm human milk.

Bank, M.R., Kirksey, A., West, K. & Giacoia, G. (1985)  
*The American Journal of Clinical Nutrition*, 41, 235-242.

Due to the increased development of human milk banks and the increased incidence of home storage of human milk, the effect of storage on the vitamin content of the milk has become a concern. The purpose of a recent study was to survey common storage procedures and to determine the effect of length of storage time on the vitamin C and folacin content of human milk.

Information regarding method of storage, length of storage time and method of thawing were collected from 250 women who had recently given birth. Among these women 61% breast-fed their infants. Of these women, 42% reported storing their milk. Of the women who stored their milk, 49% used both refrigerator and freezer, 23% refrigerator only and 28% freezer only. After 24 hours of refrigeration, folacin concentrations of the milk remained relatively unchanged but a significant decrease in vitamin C content occurred.

Folacin content decreased significantly after 1 month of freezer storage when compared to the mean value for milk stored in the freezer for 1 week. The vitamin C concentration underwent a further significant decrease after a 3-month freezer storage period. Assuming a daily intake of 850 mL of milk by an infant, this decreased concentration still provided sufficient vitamin C to meet the Recommended Daily Allowance for an infant 0 to 6 months of age. It was interesting to note that, unlike the term milk, the vitamin C content of preterm milk remained virtually constant over the 3-month freezer storage. This suggested that the vitamin C of preterm milk was more stable than that of term milk.

Based on the results of this study, the authors suggested that the maximum recommended storage time for human milk in refrigerator or freezer needs to account for conservation of nutrients critical to the well-being of the infant, not only to provide milk safe from bacterial contamination.

#### Cognitive and chemosensory influences on age-related changes in the ability to identify blended foods.

Murphy, C. (1985)  
*Journal of Gerontology*, 40, 47-52.

In a study designed to investigate the influences of olfactory, gustatory and cognitive factors on the age-related change in the ability to identify blended foods, two experiments were conducted. In the first experiment, 40 subjects aged 18 to 26 years and 40 subjects aged 65 and over attempted to identify a series of food items using both taste and odor cues. To minimize cognitive effects, subjects were given feedback and practice in the identification task. The young adults were significantly better than the elderly adults with food identification when allowed to both smell and taste the sample. Subjects showed improved identification after the feedback and practice, but the age effect remained significant. In the second experiment, 20 young women and 17 elderly women had their nostrils occluded prior to presentation of the same food stimuli used in the first experiment. This ensured that only gustatory cues were used in the identification process. Initially, there was no significant age effect. After feedback and practice, however, the young women were able to outperform the elderly women.

Results from experiment 1 supported the finding from other studies that young subjects are better able to identify blended foods when allowed full use of chemosensory cues than were older adults. From the second experiment, it was concluded that the ability to perceive the volatile components of foods plays a major role in flavor perception. The increased ability to identify food items with feedback and practice, indicated learning had occurred. This learning task was relatively easy for young adults, leading to their outperformance of the elderly. From these results, it appears that the reduced ability to identify blended foods in elderly adults can be attributed more to cognitive and/or olfactory decline than to gustatory decline. As well, it was suggested that food preference in the elderly may be a function of the number and combination of volatile food components that can be perceived by the individual's changed thresholds. Further research was suggested to examine the contribution of chemosensory deficits to food palatability, intake patterns, and nutritional status in the elderly.

## Weight gain and dietary intake of pregnant teenagers.

Loris, P., Dewey, K.G., & Poirier-Brode, K. (1985)  
*Journal of the American Dietetic Association*, 85, 1296-1305.

Recently, many programs have been established to address the special problems of pregnant teenagers, such as adequate nutrition, obstetrical complications, and lower infant birth weight. The objective of this study was to examine weight gain patterns among 145 pregnant teenagers, aged 13 to 19, attending either a teen obstetric clinic or one of four school teen parent programs. Social factors relating to diet, weight gain, and birth weight, as well as dietary adequacy were assessed for 57 subjects attending the school programs. Weight gain and birth weight information were gathered from the records of subjects attending the clinics. Dietary intake information was collected using the 24-hour recall and a food frequency questionnaire. Nutrient adequacy was determined by an untested food group scoring system.

Mean weight gain and infant birth weight of teenagers in this study were higher than values reported elsewhere. Birth weight was shown to be positively correlated with total maternal weight gain, an association found with other studies. Chronological age was not related to weight gain or birth weight, but infants of subjects with a gynecological age less than 3 years were significantly lower in birth weight. A possible explanation for this finding was that linear growth is not completed until 4 years after menarche and the possibility of competition for nutrients is possible. This may result in a retardation of intrauterine growth.

Infants of married teenagers and those of pregnancies with a positive paternal reaction had a significantly higher birth weight. Maternal weight gains were also higher. These results indicate the important role of social support in effecting a favorable pregnancy outcome among teenagers. Mean intakes of energy and all calculated nutrients, except iron, were in excess of the Recommended Daily Allowances. Food frequency data showed green leafy vegetables to be the group most commonly lacking in the diet.

The authors pointed to the fact that even though mean birth weights found in this study were adequate, birth weight is only one indicator of pregnancy outcome. Thus, further study concerning infant development and health status would be needed before conclusions could be made regarding the infants of teenage mothers.

## Acceptability of aspartame- and saccharin-sweetened fruits to users and nonusers of artificial sweeteners.

Kunkel, M.E., & Cody, M.M. (1985)  
*Journal of the American Dietetic Association*, 85, 1143-1145.

A large proportion of the population consumes either or both of two artificial sweeteners currently available, saccharin and aspartame. This study was designed to determine differences in acceptability of home-frozen fruit sweetened with artificial sweeteners between individuals who use or who do not use such sweeteners.

Unsweetened and saccharin-sweetened fruits were rated significantly lower than the aspartame- or sugar-sweetened fruits. No consistent differences in the acceptability scores for frozen strawberries between users and nonusers of artificial sweeteners were found. The only statistically significant difference for acceptability of peaches was for

saccharin-sweetened fruits after 1, 2, and 6 months of freezer storage. Nonusers rated the product lower than users. The authors stated that these results were in agreement with acceptability data from other studies. The results of this study indicated that even persons accustomed to the taste of saccharin consider sugar-sweetened fruits to be more acceptable. The data also indicated that all panelists, regardless of their past or present sweetener use, rated the aspartame-sweetened fruits similarly to the sugar-sweetened products. As well, the acceptability of aspartame-sweetened products fell over the 6-month storage time in a similar manner to sugar-sweetened fruits. Based on these results, the use of aspartame appears to provide an acceptable product over the recommended storage time for frozen fruits.

## Effects of a nutrition program on knowledge of preschool children.

Gorelick, M.C., & Clark, E.A. (1985)  
*Journal of Nutrition Education*, 17, 88-92.

This study hypothesized that the foods and nutrition knowledge of preschoolers could be improved through the use of a program and materials that were appropriate to their cognitive level of development. A nutrition education program was developed and pre-tested. The revised program included a pre- and posttest assessment format and a variety of teaching aides and self-contained lessons.

The study sample consisted of 187 children, aged 3 to 5 years, enrolled in 14 privately licensed early childhood programs. Classrooms were randomly assigned to either a treatment or a control group. Ninety-three children were assigned to the group which received the experimental treatment and 94 children received no treatment. The two experimental groups had significantly higher posttest scores than the control groups, indicating an overall significant improvement in food and nutrition knowledge. The authors stated that their results supported the contention that a nutrition education program can be effectively implemented with young children aged 3 to 5 years.

## Supplementary listing of articles

**Evaluation of a nutrition education course for teachers.** Neafsey, P.J., Jensen, H.C., & Burklund, S.S. (1985). *Journal of Nutrition Education*, 17, 126-129.

**Food allergy in childhood.** Cant, A.J. (1985). *Human Nutrition: Applied Nutrition*, 39A, 277-293.

**Obesity in children.** Brooke, O.G., & Abernathy, E. (1985). *Human Nutrition: Applied Nutrition*, 39A, 304-314.

**Appalachian adolescents' eating patterns and nutrient intakes.** Skinner, J.D., Salvetti, N.N., Ezell, J.M., Penfield, M.P., & Costello, C.A. (1985). *Journal of the American Dietetic Association*, 85, 1093-1099.

**Modifying nutrition education materials for handicapped students.** Wickham, S.J., & Black, B.R. (1985). *Journal of Nutrition Education*, 17, 81-84.

**An integrative nutrition education framework for preschool through grade 12.** Skinner, J.D., Cunningham, J.L., Cagle, L.C., Miller, S.W., Teets, S.T., & Andrews, F.E. (1985). *Journal of Nutrition Education*, 17, 75-80.

Submitted by  
Laurie Wadsworth, MSc

## Textiles/Clothing

### Textile units for fibres and yarns.

Ford, J.E. (1985)  
*Textiles*, 14(1), 17-20.

In the past several different systems of measurement have been used. However, an improved and unified metric system called SI was adopted for international use about 1960. This article discusses the use of the fps and cgs systems of measurement and details the use of the SI system in the textile trade. Measurements of linear density of fibres and yarns is taken using the measurement tex which is expressed in units of grams per 1,000 metres. Decitex, kilotex, and millitex are derivatives of the original tex unit. The length of staple fibres, whose linear density is expressed in tex or related units, is given in millimetres. Before adoption of SI units, the common textile unit of tenacity, specific stress or breaking force per linear density, was grams per denier. The SI unit for force is the newton. Using the newton with tex to express the tenacity of fibres, yarns, and textiles usually results in a number that is too small to be used conveniently, therefore, the sub-multiple centinewton has been adopted. While the SI system for measurement has been accepted internationally, it has not been adopted internationally. For this reason, measurement units of fibres and yarns vary greatly throughout the world.

### Natural dyes of the Scottish Highlands.

Grierson, S., Duff, D. G., & Sinclair, R. S. (1985)  
*Textile History*, 16(1), 23-43.

Although much has been written about the origin and authenticity of the setts of Scottish tartans, there is virtually no record of the source of dyes or the dyeing methods used in Scotland prior to the Act of Proscription in 1745. This study was conducted to determine if the bright colors in the tartans could have been produced using natural dyestuffs or whether imported dyestuffs would have been used. While records show that dyestuffs have been imported by Scotland as early as 1400, there are no authentic records of dyes or dyeing methods used by the Scots during the seventeenth century. Visual examination of colors obtained from seven of the native dyes showed that the main coloring matter was identical to that of imported dyes, and that the resulting colors were very similar. Color descriptions were expressed in five ways using the Methuen specification, Munsell specification converted from the Methuen values, Munsell specification assessed directly, Methuen description, and Universal Color Language description. As a result of the observations obtained through visual appraisal of a dyed sample, it was found that no positive identification could be made as to the origin of the dyestuffs. It is believed that even the most advanced methods of chemical analysis would not be able to determine the precise origins of the dyestuffs due to the problems of photochemical and chemical degradation of the old textiles.

### Dye coverage of immature cotton can be a problem.

Watson, M. D., & Jones, B. W. (1985)  
*Textile Chemist and Colorist*, 17(3), 17-20.

A common problem found with dyed cotton and cotton blend fabrics is the formation of light colored specks scattered randomly throughout the fabric. This problem is most often caused by the presence of dead or immature

cotton fibres. Dead cotton fibres differ from immature cotton fibres in that the latter have some secondary wall thickening while dead fibres have none. Both fibres dye lighter than fully mature fibres, but only immature fibres will respond to mercerizing treatments. Tests to detect the presence of dead or immature cotton are available, but for use as quality control techniques on a commercial scale, none is recommended. Studies carried out to determine which factors affect immature cotton dye coverage include preparation sequence, caustic soda pretreatment, dye selection, and after treatments. Results indicate that while there is no one solution that will eliminate all light specks from dyed cotton and cotton blend fabrics, the best success was obtained using a caustic soda pretreatment. A comprehensive program of careful fibre selection, greige processing, dye selection, and fibre pretreatments is recommended for obtaining a maximum quality fabric.

### Apparel advertising: A study in consumer attitude change.

Witter, B., & Noel, C. (1984-85)  
*Clothing and Textiles Research Journal*, 3(1), 34-40.

Promotional strategies used in apparel advertising frequently include the use of hyperboles as a way of changing consumers' existing beliefs about a product or brand, as a means of introducing a new belief, or as an attempt to make an existing belief more salient. The purpose of this study was to investigate what type of advertising information was believable enough to produce a change in consumers' attitudes. To assess consumers' attitudes, two attitude models developed by Fishbein were used. The sample, comprised of 175 female high school students, was assigned to a pre-test/posttest control group design involving four different brands each in the two product groups (footwear and pantyhose). Advertisements selected for the experimental treatment were done so without the intention of selecting deceptive or misleading articles. Results from the study indicate that attitude change was significantly greater for the experimental group for five of the eight brands and that the use of the extended Fishbein model increased the sensitivity of measurement for two footwear brands. These results suggest that much of apparel advertising which would initially be labeled as hyperbole, is in fact believable enough to cause a significant change in attitude towards purchasing a product.

### Supplementary listing of articles

**Toward an operational definition of dress.** Buckley, H. (1985).  
*Clothing and Textiles Research Journal*, 3(2), 1-10.

**Excellence in Almonte: the birth of a Canadian textile museum.** Dafoe, F. G. (1985). *Canadian Textile Journal*, 102(4), 12-18.

**The evolution of polyester in carpets.** Slack, I. (1985). *Canadian Textile Journal*, 102(1), 27-30.

**Thermal conditions and pyrolysis products in flammability tests.** Hardin, I., & Hsieh, Y. (1985). *Textile Chemist and Colorist*, 17(3), 21-26.

**Needle-punched fabrics for industrial applications.** Purdy, A. T. (1985). *Textile Asia*, 16(3), 73-78.

**A new catalyst system for improved durable press properties of cotton fabric.** Pandey, S. N., & Raje, C. R. (1985). *Textile Research Journal*, 55(2), 125-131.

Submitted by  
Heather Meiklejohn, BHEC  
MSc graduate student



# New Developments

## ... In Products

### Baby Walkers Considered a Hazard

"Recent studies have reported fatal head injuries associated with baby walkers. Skull fractures and hospital admissions are significantly higher for infants who have received head injuries while using a walker. Thirty to 50% of infants regularly placed in walkers experience an accident or injury related to the device. Most injuries are minor cuts, abrasions and contusions. While there are many hazards, no benefits have been documented. The walkers do not help children learn to walk. Options for preventing injury include banning baby walkers, product design regulations, and public education about the risks. An outright ban would be difficult, because walkers are not considered inherently dangerous; they become so when parental supervision is lacking. Although design specifications will decrease some walker-related injuries, they will not prevent severe or fatal head injuries associated with falls down stairs. Public awareness of hazards from baby walkers and discouragement of their use are recommended preventive measures at this time."

**Source:** Aziz, A., McIntyre, L., & Khazen, R. (1985). Risks of baby walkers and options for prevention. *Canadian Family Physician*, 31, 2147-2150.

### Sulphite Concern

Health problems associated with the use of sulphites is presently being monitored by Health and Welfare Canada. Sulphites are used as fresheners and/or preservatives on fruits and vegetables. Some asthmatics have experienced mild to severe reactions to the substance, including breathing difficulties, gastro-intestinal disturbances, acute asthma attacks and possibly shock.

Consumers are urged to read ingredient labels if they wish to avoid sulphites. Sulphiting agents include sulphur dioxide, potassium metabisulphite, sodium sulphite, sodium metabisulphite, sodium bisulphite and potassium bisulphite. Of greater concern, however, is the use of sulphites in foodservice operations. They are often used in salad bars to make raw fruits and vegetables appear fresher.

**Source:** Herwig-Wintle, L. (1985, November 4). Concern with sulphites. *Food Communiqué*.

### Tiny Furnace

Microfurnace is a furnace you can hold in the palm of your hand — about the size of a six-inch cube, weighing 2.6 kilograms (5.7 pounds) and capable of delivering up to 5,200 BTUs the instant it's plugged in. The portable device has been marketed in the Toronto and Montreal areas for about a year and is being introduced into Manitoba by Micro-M Enterprises. Under current hydro rates, Microfurnace, running at its maximum output, would cost less than \$1 a

day to operate for home-owners in the Welland, Ontario area, according to literature on the product. It can be used as a heating system itself or as a supplementary one to existing furnaces. Its typical power consumption at 20°C is 1,300 watts and its maximum element temperature is 185°C. Life of the solid state heating element is described as "unlimited" and fan life usage is said to be 100,000 hours, or 20 years. Microfurnace has been approved by the Canadian Safety Association and will sell for \$189.

**Source:** *Winnipeg Free Press*. (1985, November 18). p. 24.

### Patterns for the Fuller Figure

Butterick Canada and Jean Nidetch, founder of Weight Watchers have launched a new series of patterns for the large size woman. The patterns, designed to flatter a fuller figure are available in a range of sizes from 8 to 24. Jean Nidetch says "the fuller-figured woman can now look as fashionable as her smaller sized counterparts."

**For more information:** contact Susan Oolup, Butterick Canada Inc., 10 Butterick Rd., Toronto, ON, M8W 3Z8; (416) 259-5061.

## ... In Ideas

### Tax Relief When Working from Home

The expenses from a home business can be written off against the earnings of the business. The costs of doing business from your home can be divided into three areas, from the standpoint of tax write offs, you are allowed: space occupied in the home, use of a family car, and supplies and equipment.

If one room in the house is used for your business, the costs of using that space are deductible from the income you receive. Included in those costs would be heating bills, costs of electricity, and other utilities; and assuming you don't have a separate business telephone, telephone bills. You can also deduct a percentage of the annual interest charges from your mortgage and real estate taxes paid to the municipality.

In order to keep track of the costs of running a car, you should keep all car expense receipts and record number of kilometres driven for business. Keep a logbook in your car. And lastly, remember that equipment wears out, but you can't write off the cost of equipment as you buy it. You must take the deduction over a period of years, a fixed percentage each year. Most equipment can be written off at the rate of 20 percent each year, but automobiles can be written off at the rate of 30 percent. Revenue Canada has information bulletins that give the rate of capital cost allowance.

**Source:** Tax relief increases profits of working from home. (1985, September 2). *Money Reporter*, p. 1530.

## Guidelines for Children's Play Space

Each year a small number of children die or spend weeks in hospital recovering from serious falls, head injuries, and fractures acquired on the playground. Many of these injuries could have been prevented if more attention had been paid to the design, installation, and maintenance of the play space and equipment.

A new standard being developed at Canadian Standards Association will help to keep children safe at play. It will be based on a document called "Play Safe Guideline Recommendations for Safe Children's Play Space and Equipment".

"The Guideline was prepared by an independent Task Force composed of representatives from the Canadian Institute of Child Health, Consumer and Corporate Affairs Canada, Canada Mortgage and Housing Corporation, Canadian Parks and Recreation Association, Canadian Council of Professional Engineers, and Canadian Playground Manufacturers' Association. The goal of the Guideline is to provide standards for safe play without standardizing the play itself.

The Guideline has sections on supervision, installation, maintenance, and labelling information. There is even a section on choosing plant (vegetation) materials. There is also information on the activities children need at various stages of development."

Source: Butler, W. (1985, Fall). Playground standard: A move to keep our children safe. *The Consumer*, p. 4.

## Egg White Can Cause Food Sensitivities

Infants who cannot eat certain foods because of a food sensitivity generally outgrow this problem at about 2 years of age. The most common "problem causing" foods are cow's milk, eggs, wheat, soy proteins, nuts, fish, meats, chocolate, tomatoes, citrus fruits and strawberries. An allergy to cow's milk is first on the allergy list, closely followed by an allergy to egg, specifically the protein in egg white, according to a recent issue of *In-Touch*, a quarterly publication of the Infant Nutrition Institute, established by the H. J. Heinz Company of Canada Ltd. Symptoms include itching, skin rash, bronchial asthma, hives, vomiting and choking. In a highly sensitive child, these symptoms may be brought on even if egg white is not given orally, but simply through inhalation, when eggs are being prepared and the baby is in the same room, for instance. Most infants with an egg allergy will suffer an allergic reaction about 3 hours after they are fed egg white for the first time. Breastfeeding mothers with a history of food allergies are advised not to eat large quantities of foods to which they are allergic themselves in case the allergy-causing properties of the food are passed on through the breast milk and to avoid feeding egg white until the child is 1 year old.

Infant feeding guidelines for introduction of solid foods generally recommend adding egg yolks, but not whole eggs, to an infant's diet between 6 and 9 months of age. This acts as a supplement to the protein in milk. The Canadian Paediatric Society recommends delaying introduction of egg white until 12 months of age. By that time, infant's intestinal and immunological mechanisms will have matured.

Source: Food sensitivities - egg white can be a culprit. (1985, Summer). *IN-TOUCH*, 3(4), p.1.

## CONGRES DE L'ACEF '86

## BOUTIQUE PROFESSIONNELLE

Le Congrès de l'ACEF '86 aura une section spéciale destinée à l'Economie Familiale ayant un intérêt commercial. Vous possédez peut-être un livre de référence, un article spécialisé, de l'artisanat, un livre de recette, etc ... ou un projet à vendre. Le Congrès de l'ACEF '86 est la tribune idéale pour vendre cet article. Planifiez maintenant votre participation.

Découpez et postez le coupon ci-dessous pour recevoir un croquis de la salle des boutiques, les prix et le temps disponible.

S'il vous plaît, envoyez-moi des informations sur la Boutique Professionnelle au Congrès de l'ACEF '86

Nom: \_\_\_\_\_

Adresse: \_\_\_\_\_

Article ou service: \_\_\_\_\_

Congrès de l'ACEF '86

Boite postale 984, Charlottetown, I.P.E., C1A 7M4

## CHEA Conference '86

## Professional Boutique

CHEA Conference '86 will have a special section devoted to Home Economists with business interests. You may have a resource book, specialty item, fabric art, cookbook, etc. ... any creative venture to market. CHEA Conference '86 is the perfect vehicle for selling that item. Plan now to participate.

Clip and mail the form below for information on floor plan, costs, and time allotment.

Please send me information on CHEA '86 Professional Boutique.

Name \_\_\_\_\_

Address \_\_\_\_\_

Type of item, service \_\_\_\_\_

CHEA Conference '86

P.O. Box 984, Charlottetown, P.E.I. C1A 7M4

### Working Women Get Little Help

"The more hours a wife works, the more minutes her husband spends on housework. Minutes? Yes, Minutes—and not many of them. 'For each hour per week wives spend in paid work, husbands' domestic time increases by about five minutes per week,' said Shelley Coverman of Tulane University to the annual meeting of the American Sociological Association. The amount of time a husband spends on domestic tasks increases with the number of children the couple has and with the wife's employment status, reports Coverman in an analysis of responses to the 1977 Quality of Employment Survey . . . Coverman said that how much time a husband spends helping out is not affected by what a husband thinks is the proper role of a wife. In fact, she found that men with non-traditional ideas about sex roles spent slightly less time on domestic chores than the traditional men".

Source: *Family Resource Management News*. Home Economics Section, Manitoba Department of Health.

### Home Economist: Expert Witness

Very little hard factual evidence about the cost of living of families has been brought out in court cases involving such things as divorce, fatal accidents, and personal injury claims. Recently, home economists practising family financial counselling have been utilized for their expertise in the area. Many home economists work with families on a day-to-day basis in budgeting and counselling. As well, they have access to firsthand knowledge of the cost of living of families and individuals. In the future, more home economists will be asked to testify.

For more information: Refer to Summers-Edwards, C. (1985). So you've been asked to testify: What to expect and how to prepare. *Proceedings of the American Counsel on Consumer Interests*, 166-168 and

Barnes, E. (1982) Home economist as an expert witness. *Canadian Home Economics Journal*, 32(3), 129-130.

---

... In Publications

---

### Cancer and Diet Booklet

The 23-page booklet, *Facts on Cancer and Diet*, looks at what we know about how to reduce risks of developing cancer. Diet has been isolated as a lifestyle factor responsible for up to 35% of cancer in the world. The Canadian Cancer Society recommends six changes which may lower your risk of contracting cancer. They are: reduce your fat intake; eat more fibre containing foods; have several servings of fruits and vegetables; keep your weight close to ideal; if you drink alcohol have two or fewer drinks; reduce your consumption of smoked, nitrite-cured and salted foods. In each of the six sections the authors explain why the particular food is a potential carcinogen and several suggestions on how to make appropriate diet changes.

The Cancer Society's recommendations are similar to those of Health and Welfare Canada and the Canadian Heart Foundation. They have also been reviewed by the Canadian Dietetic Association. Following the suggestions may help to reduce the risk of developing some types of cancer.

Available from: your local Canadian Cancer Society at no charge.

### Prenatal Magazine

*Expecting* is a new prenatal magazine available to Canadian families. It is a comprehensive booklet dealing with many of the common concerns of pregnancy. Topics include: nutrition; physical and emotional development; planning options during pregnancy and birth; cesarean birth; breast-feeding; careers and children. The articles are short and readable, giving a brief overview of each topic. References to other resources are also provided for those readers wanting more information. Most of the authors are Canadian but the magazine also features articles by well-known international authors such as Sheila Kitzinger and Jean Grasso Fitzpatrick.

To order: Free in bulk to physicians and childbirth educators, and singly to consumers from Family Communications Inc., 37 Hanna Avenue, Toronto, ON, M6K 1X4; (416) 530-4226.

### Guide sur la santé avant la conception

L'Association pour le planning des naissances de la Colombie-Britannique vient de publier un document d'un grand intérêt pour les futurs parents et les professionnels de la santé, soit un guide sur la santé avant la conception. Ce guide se divise en cinq fascicules traitant de nombreux points importants pour la santé avant la conception — la fécondité, l'alimentation, les facteurs d'ordre génétique, la condition physique, la cigarette, l'alcool et les drogues, la santé en général, le contrôle du stress, les dépenses, les dangers du milieu et la stérilité. Chaque fascicule donne l'information sous forme de questions et réponses, ce qui la rend facile à lire. De plus, chaque section se termine par une bonne liste de références. Ce guide sera grandement apprécié tant par les personnes préparant un atelier ou un cours en santé avant la conception que par le public.

Pour l'obtenir: Faire parvenir la somme de 10,00\$ plus 2,50\$ de frais de manutention à Planned Parenthood Association of British Columbia, No. 204, 5704 Balsam Street, Vancouver, Colombie-Britannique, V6M 4B9.

### Children's Microwave Cookbook

*MicroEgg Meets the Munch Bunch* is a new, fun, and easy 28-page recipe book introducing children to microwave cooking. The book shows youngsters aged 8 and up how to have fun whipping up nutritious breakfast, lunch, and dinner dishes, as well as after-school snacks. There's even a section written especially for babysitters. The recipes are easy-to-follow with illustrated step-by-step instructions so that budding cooks can actually see what they have to do and what the dish will look like each step of the way. The recipes have been "kid-tested" to make sure each one is simple to prepare and also tastes great.

MicroEgg, a jolly egg character in a chef's hat, shows children how microwave ovens work, explaining about such things as power levels and proper cooking utensils. Safety "watch-out" symbols appear throughout the cookbook to remind eager young chefs when they must take special care. For example, a pair of oven mitts warns that the dish will be hot when it comes out of the microwave.

To order: write for your free copy to: "MicroEgg," the Canadian Egg Marketing Agency, PO Box 86, Unionville ON, L3R 2L8. Available in English or French.



## Information on Canadian Foods

Agriculture Canada publishes a quarterly newsletter, *Food Communiqué* which reports on research, programs, and activities related to Canadian foods. This information release is available free.

Également disponible en français sous le titre *Communiqué en alimentation*.

**To obtain:** send your name, position title and business address to Food Advisory Division, Agriculture Canada, Room 1089, Sir John Carling Building, Ottawa, K1A 0C5.

## Audio-Visuals

McIntyre Educational Media have several new audio-visuals appropriate for teachers, health workers, and community groups. The programs are available for a 15-day preview, without obligation. *Nutrition For Young People: You Are What You Eat* is a flexible and comprehensive program designed to teach nutrition to students in grades 4 through 9. It explains in direct, example-filled language what food is, why we need different kinds for good health; describes eating habits as a pattern of behavior based on many factors — social, cultural, economic, physiological, psychological, ecological, and chemical; helps students understand why they eat the foods they do, and encourages them to eat wisely; traces step-by-step the path food takes from grocer/manufacturer to our dining tables. This program is available in filmstrips or filmstrips-on-video at a cost of \$209.

The presentation, *Wasting Away: Understanding Anorexia Nervosa and Bulimia* uses a selection of vignettes to characterize typical anorexic and bulimic behavior. These case studies emphasize the psychological side of the disorders, pointing out the combinations of adolescent stresses, personality types, and family/social situations that can precipitate problems. Typical abnormal behaviors — anxiety, distorted self-images, the need to please, guilt — are explored in detail along with physical symptoms and psychological effects. The program concludes on a hopeful note, detailing the individual and family therapies that can lead to understanding, recovery, and cure. This program is available in filmstrips, Beta or VHS video format at a cost of \$219 or U-Matic at \$246.

The program, *Teen-Parent Conflicts: Getting Along*, helps students resolve a key dilemma of the teenage years: how to get along with parents once a teen is no longer a child, but not yet a fully independent adult. Dramatized short stories focus on some of the most common teen/parent conflicts, including crises triggered by puberty, the search for identity, and the adolescent's conflicting desires for independence and protection. The program outlines techniques for resolving conflicts, emphasizing effective communication and negotiation. This program is available in filmstrip format at a cost of \$97.

**For more information:** Contact McIntyre Educational Media Ltd, 30 Kelfield St., Rexdale, ON, M9W 9Z9; (416) 245-7800.

Boy, now look what Maytag is offering — a factory rebate for home economists!

# SAVE \$25 TO \$140 ON MAYTAG

## Washers, Dryers, Dishwashers, and Disposers

As a professional home economist, there's never been a better time to put the quality and dependability of Maytag appliances to work in your home. That's because we've put together an exciting purchase program specifically designed for you!

Make your best deal at your local Maytag dealer, then take advantage of our rebate program to save an additional \$75 on automatic washers, \$60 on dryers, \$85 on convertible/portable dishwashers, \$80 on built-in dishwashers, \$25 on food waste disposers, and \$140 on stacked washer/dryers.

There are two qualifications:

1. Employment in a home economics capacity or related area.
2. Membership in CHEA.

Here is how the plan works:

1. Purchase a Maytag appliance for personal use from the authorized Maytag dealer of your choice at the dealer's retail price.



2. To receive the rebate, send the following information to:

THE MAYTAG COMPANY  
CONSUMER EDUCATION DEPT.  
NEWTON, IA 50208

**This mailing must be postmarked within 30 days from the date of purchase:**

- a. A letter on your employer's letterhead stating your official capacity.
- b. A copy of your current CHEA membership card.
- c. A copy of the bill of sale for the purchase of the Maytag appliance from the dealer. The bill of sale must include the following information:
  - (1) Your name and home address.
  - (2) Model and serial number(s) of appliance(s) being purchased.
  - (3) Name of dealer.
  - (4) Date of purchase.

Contact your local dealer today, and save \$25 to \$140 on the Maytag appliance of your choice with our Appliance Purchase Plan for Professional Home Economists!

Rebate limited to one of each product every five years.  
Program subject to change.



# MAYTAG

# What do you say when ...?

*What do you say when consumers ask about pasteurized vs. raw milk*

Katherine Loughlin

Since its introduction in Canada in the early 1900s, pasteurization has been recognized as an essential safeguard for our nation's milk supply. Pasteurization is the process of rapidly heating, holding, and then quickly cooling raw milk in order to destroy any pathogenic bacteria that may be present. Various time:temperature ratios are used depending on the equipment used. Pasteurization also destroys yeasts, molds, and 95-99% of the non-pathogenic bacteria present in raw milk plus inactivating enzymes that might cause spoilage through development of off odors (National Dairy Council, 1983). The result is bacteriologically safe milk with a longer shelf life.

What exactly does pasteurization protect us from? Milk, with its high nutrient density, is an excellent environment for bacterial growth. Even under the cleanest farmyard conditions, milk may be inadvertently contaminated. The most common illnesses traced back to consumption of raw milk include salmonellosis and campylobacteriosis. Some consumers may be familiar with the uncomfortable gastrointestinal symptoms these illnesses cause. Less widespread is the knowledge that other pathogenic bacteria which may contaminate raw milk can produce diseases ranging from paratyphoid fever to tuberculosis to meningitis (Long, 1985; Potter, Kaufman, Blake, & Feldman, 1984). These serious illnesses are particularly critical for the very young, the elderly, and the infirm, but are a threat to anyone's health. Pasteurization eliminates the possibility of these diseases being spread in milk.

Pasteurization causes only minor changes in milk's nutrient composition. Vitamin C, thiamine, and vitamin B<sub>12</sub> are reduced by less than 10% (Potter et al., 1984). In Canada, we have many other food sources of vitamin C and thiamine so these losses are not a concern. Vitamin B<sub>12</sub> remains in sufficient quantities that one 250 mL serving of milk will supply nearly one half of the Recommended Nutrient Intake (RNI) for an adult (Dairy Bureau of Canada, 1982; Bureau of Nutritional Sciences, 1983). The solubility of calcium and protein are slightly affected by pasteurization, but the bioavailability of these two nutrients is not.

Numerous fallacies, however, still exist regarding raw milk:

- *Fallacy: Raw milk is more nutritious than pasteurized milk.* In actual fact nutrient losses are small with pasteurization and,

Katherine Loughlin received a BSc(HEc) with a major in Foods and Nutrition from the University of Alberta. She is currently Director of Nutrition Services, The Milk Foundation of Edmonton.

A regular column by the CHEA Foods and Nutrition Committee to assist home economists in combatting food and nutrition misinformation. Edited by Marilyn Clark.

as indicated earlier, not considered important. Pasteurized milk is much safer than raw milk.

- *Fallacy: Raw milk improves one's resistance to disease.* There is no scientific data to support this claim. Antibodies found in milk are not absorbed intact by the human gastro-intestinal tract (Long, 1985; Potter et al., 1984).

- *Fallacy: Natural enzymes and hormones present in raw milk are beneficial to health.* Actually, many of the enzymes which are inactivated during pasteurization would be inactivated during digestion. Hormones are not affected by pasteurization and their content in cow's milk is uncertain at this time (Long, 1985; Potter et al., 1984).

- *Fallacy: Raw milk is an important source of lecithin.* Cow's milk actually contains very little lecithin (Long, 1985). Regardless, lecithin is broken down during digestion. Several organs produce lecithin as required internally; it is not an essential dietary nutrient.

- *Fallacy: Pasteurized milk contains additives to keep it from souring.* Actually, the reason pasteurized milk doesn't sour like raw milk is because the bacteria responsible have been destroyed. The only additives in fluid milk are vitamin D, which is important for bone health, and in skim and 2% milk, vitamin A, which replaces that removed with the cream.

How widespread is the consumption of raw milk? A recent survey of 4,000 Canadians indicated that as much as 10% of the population may be drinking raw milk (Agriculture Canada, 1985). Despite laws prohibiting its sale, many people purchase and consume raw milk regularly. Pasteurization is a provincial issue and regulations vary across Canada.

In British Columbia, Ontario, Quebec, New Brunswick, Prince Edward Island, and the Northwest Territories provincial legislation prohibits the sale of raw milk. In Alberta and Manitoba municipal by-laws regulate the sale of raw milk and most municipalities have by-laws prohibiting such. Provincial legislation in Nova Scotia restricts the amount of raw milk that can be sold on the farm. The Public Health Act in Saskatchewan prohibits the sale of raw milk in urban centres with populations over 1000. Smaller municipalities may also have by-laws in effect. Newfoundland has similar regulations.

Although regulations vary across the country the bottom line remains the same. Drinking raw milk is risky. Pasteurization eliminates this risk. Milk which is kept clean, cold, and covered throughout the time from pasteurization to serving is the consumers safest choice. □

## References

- Agriculture Canada. (1985, March). *The food basket*. Ottawa: Food Advisory Division.
- Bureau of Nutritional Sciences. (1983). *Recommended nutrient intakes for Canadians*. Ottawa: Health and Welfare Canada.
- Dairy Bureau of Canada. (1982). *Nutrient value of dairy foods*. Toronto: Author.
- Long, E. (1985, April-May). Back from nature. *Harrowsmith Magazine*, pp. 58-63.
- National Dairy Council. (1983). *Newer knowledge of milk*. Rosemont, IL: Author.
- Potter, M.E., Kaufmann, A.F., Blake, P.A., & Feldman, R.A. (1984). Unpasteurized milk: The hazards of a health fetish. *Journal of the American Medical Association*, 252(15), 2048-2052.

# On the Job

## *Profile of a Home Economist as an Employment Counsellor*

*Gertie Dickson*



Gertie Dickson discussing mutual client with Mike McCue, Native Counsellor.

**A**s an Employment Counsellor at a Canada Employment Centre (CEC), I serve as a front-line contact to employer and worker clients. My job is to provide information and services consistent with the goals of the Canada Employment and Immigration Commission (CEIC). Officially, the CEIC aims "in cooperation with the private sector and Provincial Governments, to develop and apply policies and programs, which provide for a skilled work force, an economy capable of growth and adaptation, and equality of opportunity to compete for, and have access to jobs."

As with everything in the 1980s, my role is in a constant state of flux. The increasingly complex demands of the labor market and the effects of these demands on clients to adjust and adapt to issues such as changing expectations, redundant skills, and sudden job loss have provided Counsellors with a constant and novel challenge.

Because of this, it has been recognized that Counsellors now require increased training and to this end an extensive training program has been developed over the past 3 years.

**Gertie Dickson** received a BHEc from the University of Manitoba in 1968 and after 18 months of travel, she joined the Management Development Program at Simpsons in Toronto. Upon completion of the program, she became a Girlswear Buyer for the Company. A relocation to Owen Sound, Ontario in 1973 necessitated a change in employment. Gertie has been with the Canada Employment and Immigration Commission 12 years holding positions as Insurance Agent and Administrative Officer prior to her appointment to Employment Counsellor in 1982.

Concurrent with this development, the Commission has been taking a closer look at the services provided by local CEC's, and under the broad term "revitalization" has identified the three major employment service functions as: labor market information, labor exchange, and human resource development service.

Labor market information requires the Counsellor to collect and disseminate information such as wages, working conditions, entry requirements, hiring practices, and community profiles. I personally find this one of the more interesting aspects of my work. It takes me out of the office into the business community meeting new people and learning about new innovations in the world of work. The more I know about an employer's business, the greater the success at matching suitable clients to vacancies listed by that employer with the CEC.

The labor exchange, or placement services has historically been the major focus of a typical Employment Centre. However, more emphasis is now being placed on the self-help concept. Those clients determined to be "job-ready", (i.e. no apparent barriers to finding employment) are immediately directed to the job boards on which are displayed all job vacancies listed with the CEC by area employers. All clients are screened to ensure that they meet the specific criteria listed by the employer prior to being referred to any vacancy. In addition, job-ready clients can attend any of the group sessions covering topics such as creative job search techniques, resumé preparations, or government sponsored training programs. Only those clients experiencing significant problems in

finding or keeping jobs are referred for in-depth counselling.

Possibly the greatest challenge CEC's will face in the future will come in the field of human resource development services. In relation to worker clients, services can range from providing advice about job readiness, to assisting them to formulate long-range career plans. In relation to employer clients, the objective is to assist them in obtaining, developing, and utilizing their human resources effectively.

The Employment Department has a high profile within the Government. New job creation and training programs, entitled "Canadian Jobs Strategy" have recently been announced by the Minister of Employment and Immigration, the Honourable Flora MacDonald. The rate of unemployment is regularly reported on, accompanied by numerous related statistics. In simplistic terms, the incumbent government is always concerned with improving the ways and means of getting and keeping more people working in Canada. Therefore innovative approaches to delivery of employment programs are being tested regularly in various parts of the country.

Originally, I was attracted to the home economics profession because of the diversity it offered in terms of job opportunities and the social interaction most of the directions involved. I believe it is for these same reasons — the necessity of being versatile, adaptable, and working with and helping people — that I am comfortable with my role as an Employment Counsellor. □



## Reader Forum

(Continued from page 51)

Innovative, dynamic individual members whom I've worked with have been a source of inspiration and support. The creative insight, the personal integrity, and commitment to excellence of current president, Elizabeth Dowdeswell, and those who preceded her, have made a difficult job worth doing.

Being a 'home economist' isn't an identity shed with a new job title or a change in personal priority. It's a lifelong commitment! In that context, I'll look forward to future associations with each of you.

Diana M. Smith  
Ottawa, Ontario

### The President Responds

As you [Diana M. Smith] tender your resignation, you have taken the opportunity to offer some very penetrating observations about the state of CHEA.

It goes without saying that I am most appreciative of what you, personally and professionally, have been able to achieve within the very serious constraints which you describe. You illustrate the essential conundrum which has faced CHEA — that of needing to spend apparently non-existent money in order to build a financially and professionally viable organization.

The advice which you offer will form the foundation of a most profound discussion in which the Board of Directors must engage.

Although I deeply regret your decision, I can understand why you have taken a step which had to be taken. I offer you my most heartfelt gratitude and sincere good wishes for a creative and productive future. You should be proud of the results of your efforts just as CHEA is very proud of you.

Liz Dowdeswell  
President, CHEA  
Ottawa, Ontario

### Canadian Association for Research in Home Economics

On behalf of the CARHE/ACREF executive I wish to indicate support of the *Canadian Home Economics Journal* and particularly the research section. At this point we can contribute \$500 toward production costs of the research section. I am prepared to take the issue of further support to the membership as I consider it important that members appreciate the problems in meeting publication costs. I want to emphasize our interest in and support of the *Journal* and its function.

Marjorie Wall  
President CARHE/ACREF

July 10~14  
Charlottetown

# CHEA Conference '86



It's exciting! Your Planning Committee under the chairmanship of Margaret Weeks, is hard at work making sure that the 1986 CHEA Conference is a total P.E.I. experience. We want every detail to meet your expectations of "Professionalism, Ethics, Initiatives".

The program is in its final stages of development. It has all the dynamics, content and variety which a national home economics conference could hold. In fact it's brimming over with activity.

P.E.I. is a popular, busy place in July. Room accommodation is at a premium. We will stress again and again. Register early. Watch for our registration package in your February mail.

We want you here with us for a total P.E.I. Experience.

for more information  
contact: CHEA Conference '86  
P.O. Box 984  
Charlottetown, P.E.I.  
C1A 7M4

# Themes for 1987

## Les thèmes pour

**I**mproving the quality of life for individuals and families, the common goal of the home economics profession, forms the basis of the theme sections of the 1987 issues of the *Journal*. Reflect on, conceptualize the components of, and interpret the following theme ideas as they relate to the quality of life.

Winter: **Health Issues**

(Submission deadline September 15, 1986)

Spring: **Economic Satisfaction**

(Submission deadline December 15, 1986)

Summer: **Environmental Quality**

(Submission deadline March 1, 1987)

Fall: **Conflict and Power**

(Submission deadline June 15, 1987)

Bring your specialized knowledge and insight to the attention of the profession. **PLAN NOW** to submit a manuscript on one of the themes for 1987. □

**T**outes les professions connexes à l'Économie familiale partagent le même but : améliorer la qualité de la vie des particuliers et des familles. C'est ce but qui constituera le fondement des thèmes qui seront traités dans la *Revue* en 1987. Réfléchissez aux sujets suivants, développez-les et interprétez-les sous l'angle de la qualité de la vie.

Hiver : **Santé**

(délai d'envoi le 15 septembre 1986)

Printemps : **Bien-être économique**

(délai d'envoi le 15 décembre 1986)

Été : **Qualité de l'environnement**

(délai d'envoi le 1er mars 1987)

Automne : **Conflits et pouvoirs**

(délai d'envoi le 15 juin 1987)

Partager vos connaissances et vos réflexions avec les autres membres de la profession. **PRÉVOYEZ DES MAINTENANT** d'écrire un article sur l'un des sujets de 1987. □

### Index to Advertisers

Canadian Soft Drink Association .....	IFC
CHEA Conference '86 .....	90, 95, 96
Husqvarna .....	OBC
Maytag Company .....	92
McClelland and Stewart Ltd. ....	IBC

**A CHARLOTTETOWN**  
**Du 10 au 14 Juillet**

## Congrès de L'ACEF '86'



C'est excitant! Votre comité de planification sous la présidence de Margaret Weeks, travaille fort pour s'assurer que le Congrès de l'ACEF 1986 soit une expérience parfaite à l'IPE. Nous voulons que chaque détail rencontre vos attentes au sujet du PROFESSIONALISME, de l'ETHIQUE, et de l'INITIATIVE.

Le programme est dans la phase finale d'élaboration. Il contient toute la dynamique et la variété qu'un congrès national d'économie familiale doit inclure. En effet c'est débordant d'activité!

L'IPE est populaire et déborde d'activité en juillet. Les chambres d'hôtel sont à prix avantageux. Nous insistons encore et encore. Inscrivez-vous tôt. Surveillez notre forfait d'inscription qui sera dans votre courrier de février.

Nous désirons vous avoir ici pour une expérience parfaite à l'IPE.

pour information supplémentaire  
contactez : Congrès de L'ACEF '86'  
Boîte postale 984  
Charlottetown, IPE  
C1A 7M4

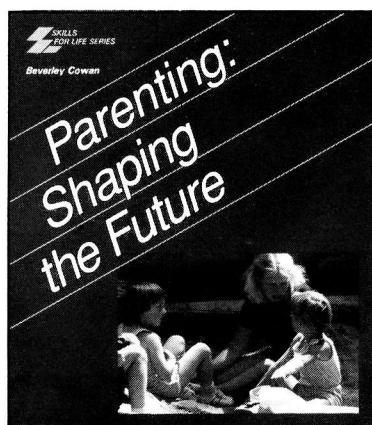
# M&S has good news for Home Economics and Guidance teachers



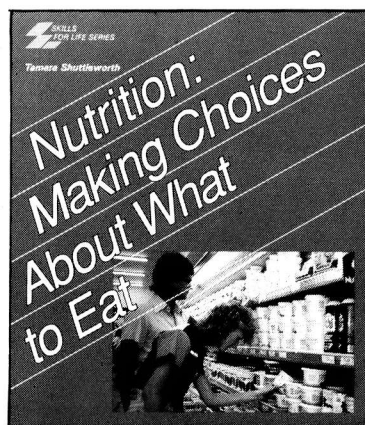
General Editor, Phyllis Meiklejohn

The Skills For Life series has been created for high school and continuing education students. These books address topics related to a number of different subject areas, which have immediate and continuing relevance for personal life management in our complex, rapidly changing world.

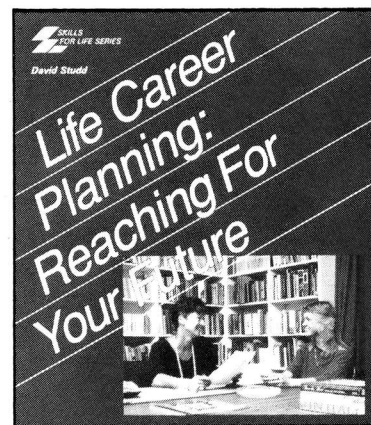
Textual and visual information is carefully blended with activities, including practical learning experiences and creative research projects in classroom and community settings. The combination will enable people at different levels of skill development to apply and extend those skills while being actively involved in the clarification of goals, acquisition of knowledge, and development of competence and self-confidence.



**PARENTING**  
Beverley Cowan,  
ISBN 0-7710-2304-9 \$7.95



**NUTRITION**  
Tamara Shuttleworth,  
ISBN 0-7710-8154-5 \$7.95



**LIFE CAREER PLANNING**  
David Studd,  
ISBN 0-7710-8367-X \$7.95

"In all three books the authors have succeeded very well in presenting a large number of topics, definitions, and concepts in a logical organization, with a mature, yet simplified approach, easily read and understandable by high school students."

- *Canadian Materials*, January '86

Teachers may evaluate a text for possible school purchase (minimum 20 copies) by writing on official school or department letterhead, or phoning, giving class size, course level, and adoption date.

Individuals may order personal and reference copies direct from the publisher. Please enclose a cheque or money order for the exact amount. No charge for handling or shipping on prepaid orders.



**McClelland and Stewart Ltd. / The Canadian Publishers**  
Education and Library Department, 25 Hollinger Road,  
Toronto, Ontario M4B 3G2 (416) 751-4520



When you are ready for the best . . .

## PRISMA 990 Revolutionary Sewing

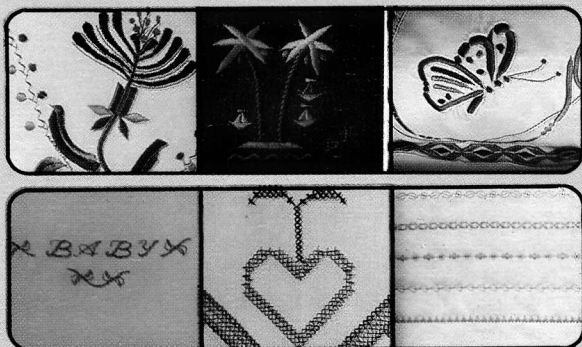
**INTRODUCING**



**Tailored to today's need for both craft and garment sewing.**

- If you can thread a needle, you can create a wardrobe, in record time that you will be proud to wear. And if you're a craftsperson, you can make tablecloths, cloth bags, decorative pillows, samplers or dolls clothes in everything from silk to leather.

The Sewing Advisor™ automatically tells you the correct stitch length and width; and automatically adjusts the tension for you.



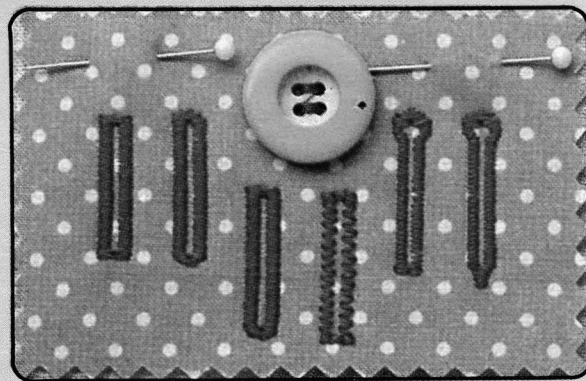
The Exclusive Pictogram™, made up of Satin Elements™ on cassette, allows you to "paint" pictures. And you can cross-stitch, embroider, and applique using flowers, ribbons, trees, and decorative borders with the pre-programmed decorative stitches.

You Can Write Up to 52 Characters, numbers and punctuation marks . . . create distinctive monograms in two sizes, using a highly readable script of block lettering.

- The Sewing Advisor™ and Pictogram™ make all other sewing machines obsolete.

Computerized Speed Control and Needle Penetration allows you to hem up to eight layers of heavy denim, or one layer of delicate silk.

- The Selectronic Needle Stop-Right™, dual non-glare lights, an easy-wind bobbin, jam-proof shuttle and permanent lubrication are just a few more features that make sewing with the 990 care-free.



**SIX TYPES OF BUTTONHOLES**

The Sewing Advisor™ automatically adapts the width and stitch density of the standard buttonhole to the fabric chosen. All types of buttonholes as well as sewing on buttons, can be automatically repeated.

**Special Note** As the Prisma 990 is revolutionary there is a great deal more information available on this unique sewing machine. Send for Free Information Literature TODAY.